Combined Catalog 2015-2016

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E-mail: admissions.wilmington@moc.edu
INQUIRIES AND VISITS
The University of Mount Olive welcomes inquiries and visits through the year at all locations. Call the Office of Admissions (919) 658-2502 or (800) 653-0854; send e-mail to admissions@umo.edu, request a visit online at http://www.umo.edu/about/visit, or write University of Mount Olive, 634 Henderson Street, Mount Olive, NC 28365 to arrange a visit. Please visit our website at www.umo.edu. The UMO website lists all current schedules, calendars, and provides direct access to updated information.

ACADEMIC CALENDAR
The academic calendar and access to course schedule information is available at: https://www.umo.edu/academics/academic-calendar.

CHOICE OF CATALOG
Each University of Mount Olive Catalog takes effect on July 1. Catalog addenda items may be approved and are posted throughout the year at: https://myumo.moc.edu/academic/umocatalog/Pages/default.aspx. The catalog in effect at the time of first enrollment or at re-admission governs the student’s academic requirements. In cases of extenuating circumstances, the student may request from the Vice President for Academic Affairs a leave without prejudice. Such a request must be made before leaving the University under the requirements of the University of Mount Olive general catalog of original enrollment. It is the responsibility of the student to be aware of the information in the catalog. The student may request through the registrar to remain on the original curriculum upon readmission.

NONDISCRIMINATORY POLICY
The University of Mount Olive accepts students without prejudice of any kind. The University does not discriminate in administration of its education, scholarship and loan programs, and athletes or other school-administered programs. The University of Mount Olive is authorized under federal law to enroll non-immigrant alien students. The University of Mount Olive is an Equal Opportunity Employer and does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The University prohibits sexual harassment, including sexual violence.
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MISSION, VISION, VALUES AND COVENANT

Mission

The University of Mount Olive is a Christian faith-based, values-centered private institution rooted in the liberal arts tradition. We serve our students, our founding church, and our communities.

Vision

The University of Mount Olive exemplifies lifelong learning and engaged participation among our students, faculty, staff, and constituents. To serve our students, our founding church, and the communities in which we are located, we will:

- Provide our students—regardless of age, location, or learning style—a high quality education rooted in the liberal arts and strengthened by Christian values
- Enrich and support the ministries of our founding church
- Customize innovative and beneficial services to each community in which we are located

Values

The following core values are fundamental to achieving our mission and vision and are articulated in our University Covenant:

- Honesty and Trustworthiness
- Justice and Courage
- Responsibility and Gratitude
- Caring and Respect

University Covenant

The University of Mount Olive strives for higher learning, higher standards and higher values for its board of trustees, administration, faculty, staff, and students through its commitment to integrating a chosen set of virtues into all aspects of the University. These virtues illustrate what the University considers appropriate and necessary for fostering the development of a healthy, safe, and caring University community. The University community includes the board, administration, faculty, staff, and students. Established by the Original Free Will Baptist Church, the University of Mount Olive calls for each person in this community to demonstrate the virtues modeled by Jesus Christ who taught that the demands of the gospel could be summarized in one word: love…Love the Lord thy God with all thy heart...soul...mind and...strength; love thy neighbor as thyself. There is none other
commandment greater than these (Mark 12:30–31). The New Testament word for love is agape which has been defined as sacrificial love and the desire for the highest well-being of other persons. This kind of love provides the conceptual framework for the discussion of the virtues that persons in this community are called to manifest. The virtues are described below:

**Honesty and Trustworthiness:** People who are honest tell the whole truth to people who have the right to know the truth, which includes telling the truth about issues that people may be unaware exist, but which directly affect them. They do not shade the truth, withhold parts of the truth, or remain silent when others are misrepresenting the truth. People who are trustworthy keep promises, commitments, and confidences, and are steadfast in their honesty, support, and loyalty.

**Justice and Courage:** People who are just are fair in their interaction with others, treating them in ways that they themselves expect to be treated and are advocates for those who are not being treated justly. They do not place others at a disadvantage by harassing, intimidating, cheating, stealing, damaging their reputation or property, or in any other way deprive others of their rights to free speech, privacy, equal opportunity, and due process. Courageous people have a moral compass that they carry with them in all situations and follow it even when it costs them dearly. They do not rationalize their lack of courage by assuring themselves they cannot correct the situation or it is not their responsibility to do so.

**Responsibility and Gratitude:** People who are responsible accept full accountability for all of their behavior, including mistakes and wrongdoing, and do all in their power to undo any harm their behaviors have caused. They do not shirk opportunities to admit their mistakes by making excuses, blaming others, or diminishing the gravity of their mistakes. People who have gratitude acknowledge the help and support they receive from others and demonstrate their thankfulness in clear and meaningful ways. They do not ignore the help they receive from others, forget to acknowledge it or feel that they somehow deserve the help, and hence experience no need to express gratitude.

**Caring and Respect:** Caring people are sensitive to the material, psychological, and spiritual needs of others, and are willing to make sacrifices to help others meet those needs, whether these individuals are friends or disenfranchised people. They do not assume a self-centered or permissive attitude, which frees them to concentrate on their own welfare and ignore that of everyone else. People who are respectful behave in a way that is appropriate for their environment including physical location, people and situation, and they are good stewards of
our community. Respectable behavior mandates decent etiquette and quality of character.

In summary, the Board of Trustees, administration, faculty, staff, and students at the University of Mount Olive recognize the importance of Christian values and high standards of education. While people come to this college from many backgrounds, each person who chooses to be a part of this community is expected to strive for these high standards.

UNIVERSITY PROFILE

Accreditation
The University of Mount Olive is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate and master degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of Mount Olive.

The Tillman School of Business is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). (7007 College Blvd. Suite 420 Overland Park, KS 66211, (913) 339-9366.

The RN to BSN is accredited by the Commission on Collegiate Nursing Education (CCNE), One DuPont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

Student Right-to-Know and Campus Security Act
The University of Mount Olive keeps records on persistence and/or graduation rates and campus crime statistics. Information concerning these measures can be found on the University of Mount Olive portal at https://myumo.moc.edu/services/ir/default.aspx and at https://myumo.moc.edu/services/HEA/default.aspx.

The Curriculum
The University is a private institution with liberal arts and professional studies programs offering master, baccalaureate and associate degrees.

The Students
More than 4,000 students attend annually at seven locations in day, online, and evening classes.

The Faculty
Both full-time and part-time faculty members are available to students as teachers and advisers. Ninety percent of the full-time faculty hold earned terminal degrees in their field of study.
Degrees
Degrees granted by the University include Master of Business Administration, Bachelor of Arts, Bachelor of Science, Bachelor of Applied Science, Associate in Arts, and Associate in Science. In addition to these degree programs, the University offers a certificate in Professional and Technical Communication.

Locations
The University has seven locations in North Carolina: Mount Olive, Seymour Johnson Air Force Base, Washington, New Bern, the Research Triangle Park (Durham), Jacksonville and Wilmington. The University additionally offers courses for partners at Johnston Community College and the North Carolina Partnership for Children.

Athletics—Varsity
The University is a member of the NCAA and competes at the Division II level in the Conference Carolinas in men’s baseball, basketball, volleyball, lacrosse, cross country, golf, soccer, track & field, and tennis, and in women’s basketball, lacrosse, cross country, soccer, softball, tennis, track & field, golf, and volleyball. Athletics offices are located in Kornegay Arena. The website is www.umotrojans.com.

Student Code of Conduct
The expectations of University of Mount Olive are that students will be responsible, mature members of the University community and, therefore, will abide by the rules and regulations of the University in academics and residence life.

Students accepting the offer of admission and matriculation to the University of Mount Olive assume the obligation of conducting themselves in a manner compatible with the University as an educational institution and agree to abide by all published regulations governing the student body. Minimal regulations are necessary to ensure respect for basic individual rights and the welfare of the community. The University acknowledges and respects the rights of each student, but the University is not a sanctuary from the law.

As a part of its mission, the University of Mount Olive has formulated a student Code of Conduct. The University believes that its proper role is to offer educational opportunities in a Christian atmosphere, with such opportunities to include the personal growth of students. The University community, therefore, promotes the development of responsible social attitudes. Students are expected to become familiar with and adhere to the University and Residence Hall standards for student conduct, as applicable. Students are responsible for their own actions, and those who violate the Code of Conduct will be subject to
disciplinary action. Details of the Code of Conduct, sanctions for violations, and the due process procedures are printed in the Student Handbook, which is published by and available at the Office of Student Affairs as well as in the Student Affairs section of the MyUMO portal.

UNDERGRADUATE ADMISSION

ADMISSION PHILOSOPHY
The University of Mount Olive admits students whose academic potential and personal qualities are compatible with the distinctive mission of the University and whose goals the programs and services of the University may meet. For more admissions information, see:
http://www.umo.edu/admissions

TUITION AND FEES
For tuition and fee information, see:
https://myumo.moc.edu/finances/default.aspx
Select student type and Tuition and Fees appear on the left.

FINANCIAL AID
For financial aid and scholarship information, see:
http://www.umo.edu/admissions/financial-aid

Satisfactory Academic Progress (SAP) Policy

What is SAP and what does it mean to you as a student?
SAP stands for satisfactory academic progress. Every university has a satisfactory academic progress policy, and students failing to meet the minimum SAP requirement will not be able to retain their federal, state and institutional aid. The University of Mount Olive SAP policy has two components and all students are required to meet or exceed both of them:

1. Grade point average (GPA):

<table>
<thead>
<tr>
<th>Total Semester Hours Attempted</th>
<th>Minimum Cumulative Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–26</td>
<td>1.6</td>
</tr>
<tr>
<td>27–59</td>
<td>1.8</td>
</tr>
<tr>
<td>60 &amp; above</td>
<td>2.0</td>
</tr>
</tbody>
</table>

2. PACE: The rate at which a student is progressing towards a degree. Students must successfully complete 75% of the hours
they attempt. Attempted hours include all transfer work and classes from which a student withdraws.

Hours successfully completed / Total hours attempted = PACE

(Example: 49 hours completed successfully / 60 hours attempted = 81.6% PACE)

**Department of Veterans Affairs**

The University of Mount Olive is approved by the State of North Carolina for the enrollment of students who may be eligible to receive veteran’s benefits. The University of Mount Olive Veterans Affairs Office serves as a liaison between the University of Mount Olive student veterans and dependents and the Department of Veterans Affairs. The office assists students with the processing of VA forms for the DVA educational benefits, advises students about certain procedural requirements, and certifies enrollment of veterans and dependents to the DVA.

Students using Veteran’s Benefits for the first time at the University of Mount Olive **MUST** have the following information on file in the Registrar’s Office prior to certification:

- Certificate of Eligibility
- All official transcripts and a Declaration of Major form on file in the Registrar’s Office. High School transcripts are only required for applicants with less than 24 semester hours of transferable credit.

Once all official documentation has been verified and the student has enrolled in classes, they must contact the Veterans Affairs Certifying Official at their designated location in order to request VA Certification. Eligible courses will be submitted to the VA after the Drop Period has expired and attendance has been posted for each course. A student’s entitlement is based on VA regulations.

For the visiting student, a letter from the student’s parent institution must be on file in the Registrar’s Office verifying that the classes to be taken at the University of Mount Olive will be transferable to the parent institution before the certification can be processed. The student must contact the Veterans Affairs Certifying Official at their designated location in order to request VA Certification.

To provide uninterrupted service of veteran’s benefits, students **MUST** stay in contact with their VA Certifying Official at their location, either by phone, email or in person. The VA Certifying Official closely monitors each veteran’s enrollment status, attendance, and academic programming according to DVA guidelines.
Students must report all schedule changes immediately to the VA Certifying Official within five days to avoid an overpayment of benefits or interruption of future benefits.

Additional information is available from the VA Certifying Official at the University of Mount Olive-Registrar’s Office or the Regional Veterans Administration Office, 1700 Clairmont Rd., Decatur, GA 30033; or (888) GIBILL-1/(888) 442-4551.

GRADUATE ADMISSION

The University of Mount Olive expects an applicant for admission at the graduate level to have a minimum 3.0 grade point average on a 4.0 scale, and an earned bachelor degree from a regionally accredited institution. Other requirements may be added depending on the specific graduate program. Graduate admission is currently housed within each academic school, i.e., the Tillman School of Business and the School of Arts and Sciences; please refer to the Academic School section of this catalog for each graduate program and its specific admissions requirements.

STUDENT LIFE

http://www.umo.edu/student-life

This web site will connect you to the following important information:

- Campus Safety
- Career Services
- Counseling
- Dining Services
- Disability Services
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- Student Handbook

Career Services

https://www.umo.edu/student-life/career-services

Career Services staff assist the University of Mount Olive students, faculty, staff, and alumni in identifying and clarifying academic major and career objectives, developing skills and strategies for conducting a successful job search, and providing resources and events to assist in finding graduate school and professional positions. Students are encouraged to begin the career planning process from the beginning of their academic career and continue to utilize career development resources throughout their years at and after graduation from the University of Mount Olive. Career Services also assists employers in search of well-prepared candidates.
The UMO College Central (Job) Network, located at http://www.collegecentral.com/umo/ provides a powerful, FREE online recruiting system for students and alumni job hunters, and for employers searching for outstanding candidates. Students and alumni register to search job and internship postings, upload resumes and portfolios, and access job search resources. Employers can register to post positions and search a database of resumes and portfolios.

Disability Services
https://myumo.moc.edu/campuslife/disabilityservices/default.aspx
The University of Mount Olive affirms its commitment to nondiscrimination on the basis of disability and its intention to comply with all laws prohibiting such discrimination including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. The University will provide appropriate and reasonable accommodations for its students with self-disclosed disabilities, as defined by these laws.

Disability Services include:
1. Pre-admissions information concerning possible services and accommodations.
2. Determination of reasonable accommodations on a case by case basis and based upon appropriate documentation and consultation with the student.
3. Facilitation of accommodations between student and related faculty, staff, and/or departments.
4. Referrals to appropriate services, such as academic support services, Counseling Services, and diagnostic services. Disability Services does not provide formal diagnostic evaluations.
5. Opportunities for student, faculty, and staff awareness and training.

A student with a disability who is requesting classroom, course, or campus accommodations must provide proper documentation of the disability to the Director of Career & Disability Services and meet with the Director at the beginning of each semester to complete all paperwork; contact the director for documentation requirements. All documentation and paperwork is confidential and maintained in the office.

Undergraduate Advisement
The University of Mount Olive views student advisement as developmental and integrates the resources of the University community to help students become self-directed, lifelong learners. The advising process helps students to identify and clarify life goals, to
develop a realistic and successful educational program, and to plan for their careers. Every student is assigned an advisor, who maintains weekly office hours for routine conferences with students.

**Orientation**

**Spring or Summer New Student Orientation**

All traditional freshmen must attend a one-day *Trojan First: UMO Bound* orientation that includes learning about academic policies, student services, and religious life on campus; more details are available here: https://myumo.moc.edu/campuslife/orientation/default.aspx

The *Trojan First: UMO Bound* Program includes course placement and registration. Placement in mathematics is determined by high school grades, selection in math courses, and a student’s SAT (or ACT) math scores. Placement in English composition is based on high school grades, selection of English courses, and SAT Verbal (or ACT) English scores. Honors program students will be placed into HON 100, which gives credit for English Composition.

**Fall Orientation**

Traditional freshmen must participate in a two-day fall orientation program in August that helps them make the transition into a new environment and provides opportunities to consider academic and career goals. This is also the beginning of Freshman Seminar and is mandatory.

**Proactive Advising**

All students at the University of Mount Olive are assigned an academic advisor that will work proactively with students to identify potential issues before they become emergent. Advisors monitor attendance, GPA, and performance of students in each semester, and recommend courses of action utilizing a host of student services to coordinate efficient processes.

**Transfer Orientation**

Traditional undergraduate transfer students entering in the fall or spring must attend an orientation meeting to become acquainted with University personnel, faculty, and other students; to learn about academic support services and facilities, and receive assistance with course schedules and registration.
Orientation Courses

ADV 100 (3 sh) Advisement and Fundamentals of Student Success: Fall Term
This course is an orientation to college that includes discussion of the liberal arts heritage, introduction to the University of Mount Olive resources, requirements, and baccalaureate options; and strategies for academic success that include critical thinking, communication (writing, speaking, technology), learning styles, study skills, global appreciation and time management. This course satisfies computer competency.

ADV 113 (1 sh) Student Success Seminar: Major and Career Exploration: Spring Term
ADV 113 will provide developmental and academic topics to provide knowledge and resources for students to make rational decisions about majors and introduce elements of the career planning process. Students will participate in writing activities, discussions, events, learning style inventories, networking, overview of university majors, and assessment tools. This course is designed for students who have not declared a major.
ACADEMIC SERVICES, POLICIES, PROCEDURES

http://www.umo.edu/academics

Academic Support Services

Academic Resource Center
The Academic Resource Center (ARC), located on the main campus in Room 104 Henderson Hall and online at: https://myumo.moc.edu/academic/arc/Pages/default.aspx, provides FREE comprehensive academic support to the teaching and learning of the University of Mount Olive. ARC offers Supplemental Instruction (SI) for historically challenging general education courses, Guided Collaborative Learning (GCL) study groups for selective upper division courses, Learning Accountability Program (LAP) for students in need of a structured study experience, Peer Tutoring (PT) for individual course intervention, Clinics for independent learning in Math, Science, Accounting, Economics, and Spanish, and Diagnostics/Prescriptives (DP) to address individual student learning gaps.

The focus of the ARC is to help the student (1) understand course content, and (2) develop transferable learning skills. Our programs are designed to meet the needs of the traditional as well as the adult, nontraditional/commuter college student.

- **Supplemental Instruction (SI)**
  
  *SI* sessions are free to all students enrolled in a course with *SI* attached. *SI* is typically attached to selected GER courses. *SI* offers regularly scheduled, out-of-class study sessions to all students enrolled in the course. *SI* sessions are designed to be proactive rather than reactive to the development of university learning habits. *SI* is structured to encourage the classmates to work together to develop strategies to master course content, review material, promote strong composition and writing strategies, develop comprehensive reading and critical thinking skills, and prepare for course quizzes and tests. The sessions are led by *SI* leaders, upperclassmen recommended by the faculty and administration. Leaders are certified in *SI* and must maintain a 3.0 GPA or higher. Students interested in becoming an *SI* leader should contact the Academic Resource Center; email: si@umo.edu

- **Supervised Learning Community**

Peer learning communities are an essential component for learning at UMO. Developing the ability to process information and material deeper is paramount for university academic success, and the transition from high school to university level study is often challenging. The Academic Resource Center partners with many
GER courses to offer supervised learning communities to assist students in learning the material in a more meaningful and productive way.

- **Learning Accountability Program (LAP)**
  Traditional students on academic probation and/or students who feel they have a need for additional assistance to stay on task academically may join a peer learning accountability community. Led by a student who has demonstrated successful study skills throughout their tenure at UMO, LAP encourages students to identify their academic goals for each semester and to formulate personal measurable learning objectives on a weekly basis in order to reach their desired learning outcome. LAP is not a course content tutoring program; rather, it is a personal accountability group to foment strong learning habits. LAP leaders are upperclassmen recommended by the faculty and administration, and must maintain a 3.0 GPA or higher. Students interested in becoming a LAP leader should contact the Academic Resource Center.

- **Learning Intervention Program**
  An academic intervention specialist is available to traditional students to formulate a personalized plan for academic success via life management skills and applied learning strategies.

- **Peer Tutoring Program**
  Peer tutoring services are available via the Academic Resource Center with a referral from the course professor. There is no additional cost for referred tutoring services. Students should expect a 48-hour window from the time a referral is made until contact is made with a peer tutor. Peer tutoring may utilize additional resources for assessing level of need. Peer tutoring partners with the course professor to target intervention needs. Students who are interested in becoming a Peer Tutor may contact the Academic Resource Center for more information.

- **Additional Tutoring Services**
  The Academic Resource Center provides individual tutoring by appointment to all registered UMO students at all locations through online tutoring services. Students must request tutoring assistance for a specific course and be approved to receive free tutoring services. To request tutoring from the Academic Resource Center, students are directed to (1) download and complete the Tutoring Request Form, (2) save it to their computer for their records, and then (3) send the form as an attachment to the UMO Academic Resource Center at arc@moc.edu. Students receive a response from the UMO ARC staff within 24 hours.
The Writing Center

The UMO Writing Center is a support structure which assist University of Mount Olive students in becoming more effective academic writers. According to the Writing Center’s Director, Dr. Alexis Poe Davis, “Just like a sports coach, our Writing Coaches work to help students win at writing by providing encouragement, helping a student identify strengths and weaknesses, and guiding the student as s/he develops a strategy for improvement.”

The Writing Center is located in Henderson 106. Appointment times are available for traditional and non-traditional students; please see the MyUMO portal for details. Appointments are 45-minute sessions with a trained peer Writing Coach or a faculty member. Students may request help with written assignments in any course, in any discipline — not just English classes. To schedule an appointment, see the Writing Center tab on the MyUMO portal: https://mymoc.moc.edu/writingcenter/default.aspx.

Students visiting the Writing Center should not expect the Writing Coaches to proofread or edit papers; however, Coaches are specially trained to help guide students through their writing process, including, but not limited to:

- Crafting a thesis statement
- Summarizing a research article
- Constructing an outline
- And much more.

To schedule an appointment with a Writing Coach, go to https://booknow.appointment-plus.com/6b7k6yvm/ or visit the Writing Center in Henderson 106.

- Moye Library
http://www.umo.edu/academics/library
Moye Library provides materials and services to support the University and its mission to “…serve our students, our founding church, and our communities”. To achieve this goal, the library provides these services:

1. Access to a collection of materials to support the various curricula and courses.
2. Resources/services facilitated by:
   - Access to traditional and electronic resources to support research needs.
   - Information Literacy Instruction including the use of innovative technology to provide access to individuals and classes for all locations.
• Reference/circulation assistance provided as requested.
• Co-operative agreements with other libraries to augment services and resources for various locations and programs.
• Full interlibrary loan and document delivery service available to all students and faculty.

3. A collection of archival materials relating to the history of the University and its supporting denomination.

4. Materials for leisure and personal interest enrichment.

**Circulation Information**

The student ID card or another form of identification is required when checking out materials. Circulating materials are typically checked out for one month and may be renewed. Fines may be levied on overdue materials. All materials must be returned by the end of a term unless special permission has been granted otherwise.

The University reserves the right to withhold grade reports and transcripts of students who have not returned library materials or cleared financial obligations (payment of fines, damage fees, or costs of replacement for lost materials) by the date required at the end of each term. Further, the University reserves the right to deny registration for the term or term following unless obligations have been cleared or arrangements made to settle the account.

• **Computer Services (Technical Support)**

The development and active use of technology skills is an important learning goal for all University of Mount Olive (UMO) students. The University’s technology policy is located online at https://myumo.moc.edu/services/ir/policies/Public%20Policies/TechServiceSupport.pdf. All UMO students are provided an email and MyUMO account. Both services should be checked often for important information from the University. To learn more about technology services and support for UMO students, faculty and staff, visit this MyUMO site: https://myumo.moc.edu/services/IT/default.aspx.
Academic Policies and Procedures

Institutional Definition of University Credit Hour
The University of Mount Olive conforms to the Federal definition of a credit hour and defines a semester credit hour as 45 hours of combined learning, including class interaction, individual study, evaluation, experiential learning, writing, application, research and instruction by qualified faculty. Course credits are based on student learning outcomes that are standardized for all courses in all modes of delivery. For classes that meet less than the Carnegie Standard, the University de-emphasizes “seat time” (time in class) as the primary metric for determining the amount of student work for Federal purposes. Instead, per the flexibility guidelines of the Federal definition, “credits are awarded on the basis of documentation of the amount of work a typical student is expected to complete within a specified amount of academically engaged time”. For full policy, visit: https://myumo.moc.edu/services/ir/policies/Public%20Policies/CreditHourDefinition.pdf

Transfer of Credit - Undergraduate
The University of Mount Olive will consider credits from these sources:

1. A regionally accredited institution at the time the credits were earned.
2. Non-collegiate settings, which are recognized by the American Council of Education. Work must parallel courses taught at the University of Mount Olive.
3. An articulation agreement where an entire body of courses are preset for acceptance for degree completion.

Credits from foreign institutions of higher education will be evaluated on an individual basis. Transcripts must be translated into English prior to being evaluated. Students are required to complete an application for evaluation. The evaluation will identify each credential, provide the US equivalent, and show US credit and equivalent grades for each subject beyond the secondary level. The cost of evaluation service is approximately $100 and is the responsibility of the student applicant. Applicants should contact the Admissions or Registrar’s Office for information.

Students who have completed the Associate of Applied Science degree may transfer up to 64 semester hours toward the Bachelor of Science degree. Technical program credits earned by students wishing to complete the BA/BS Degree will be evaluated on an individual basis.
All transfer work from accredited institutions must represent university level coursework with grades of A-C. Up to two D’s in elective courses may be transferred from an institution where a 2.00 grade point average was achieved.

Course credits validated by acceptable scores on CLEP/DANTES examination, credit by examination, and formal professional or military training recognized by the American Council on Education may be transferred. Credit is awarded only in areas offered within the current curriculum of the university and must be appropriately related to the student’s educational program.

Since course hours but not grades are eligible for transfer, transfer credits will not be computed in determining grade point average, eligibility for continuous enrollment, or academic honors.

A currently enrolled student must receive written approval from the Registrar prior to enrolling in a course at another accredited institution if the intent is to transfer the credit to the University of Mount Olive. Usually, students will not receive this permission if the course or a similar course is available at the University of Mount Olive. Students on academic probation will not receive approval to take courses at another institution. The University reserves the right to refuse transfer credits if a student has not received approval prior to enrolling in courses at another institution.

A maximum of 64 semester hours, including health and physical education, may be transferred from an accredited two-year institution. Exceptions may be made to the RN to BSN program for Associate Degree in Nursing courses relevant to the degree. A maximum of 94 semester hours may be transferred from an accredited four-year institution. A combined maximum of 64 semester hours from two-year institutions and 30 semester hours from four-year institutions may be transferred to the University of Mount Olive.

**Transfer of Credit - Graduate**

Transfer of graduate credit requirements may vary for each specific graduate program. These are currently housed within each academic school, *i.e.*, the Tillman School of Business and the School of Arts and Sciences; please refer to the **Academic School** section of this catalog for each graduate program and its specific requirements.

**Classification of Students**

Students are classified according to the number of semester hours of credit earned.

- Freshman: 0–26 semester hours
- Sophomore: 27–59 semester hours
• Junior: 60–91 semester hours
• Senior: 92 and above

**Academic Standing, Warning, Probation, Exclusion, Readmission**

A student must be in good academic standing at the end of each semester. To receive financial aid from the federal programs, a student must be in good academic standing and must successfully complete a specified number of credit hours each semester. Good academic standing, defined as making satisfactory progress toward a degree, is determined by a student’s grade point average for semester and for cumulative work. Minimum satisfactory progress towards a degree (baccalaureate or associate) means achieving the cumulative grade point average outlined below. Note: transfer credit will count in total semester hours attempted when determining good academic standing.

<table>
<thead>
<tr>
<th>Total Semester Hours Attempted</th>
<th>Minimum Cumulative Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–26</td>
<td>1.6</td>
</tr>
<tr>
<td>27–59</td>
<td>1.8</td>
</tr>
<tr>
<td>60 &amp; above</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Grade point average is computed by dividing the total number of grade points earned at the University of Mount Olive by the total number of semester hours attempted at the University.

A student may be placed on the following:

- Academic Probation (GPA falls below the “good academic standing” minimum)
- Academic Continued Probation (GPA falls below the “good academic standing” minimum but has shown progress after being on academic probation)
- Academic Separation (No improvement after being on academic probation or continued academic probation)

At the end of any semester, a student who does not meet minimum grade point requirements may be separated from the University for a period of at least one semester. Students on academic probation at the end of spring semester will be advised to attend summer school at the University of Mount Olive. Students may not receive permission to take courses at another institution for transfer credit at the University of Mount Olive, since grade point average is computed only on work at the University of Mount Olive.

A student may be required to withdraw from a course at any time if, in the judgment of the Vice President of Academic Affairs, continuation in the subject is resulting in no advantage to the student, disruption to
the learning environment or in harm to others. A student may appeal this decision to a review committee composed of the Vice President for Academic Affairs, the Vice President for Student Development, the Registrar, and a faculty member who taught the student during the semester.

Academically separated students are not eligible for readmission until after at least one regular term. Permission for readmission after academic separation requires approval of the Vice President for Academic Affairs. A student who has been separated from the University must make application for readmission. Application forms for readmission are available from the Office of Admission and online.

**Attendance Policy**

All faculty members are required to keep attendance records through Moodle or other platforms sanctioned by the University for all classes in all forms of delivery.

In cases of personal illness, family emergency or approved representation of the University at an event, a student may request an excused absence. The instructor may require written justification and verification for an excused absence. Approval of an absence as excused is at the discretion of the faculty member. An absence for any reason does not lessen a student’s responsibility to meet the requirements of the course. The instructor has the authority to lower the course grade because of a student’s lack of attendance unless otherwise stated in the course syllabus.

**NOTE:** Veterans Administration regulations concerning class attendance, conduct, and rate of progress are in effect at the University. Withdrawal from or unsatisfactory completion of courses may result in termination of veterans’ benefits and may require return of previously awarded benefits for that term of enrollment. All students eligible for veteran’s benefits should familiarize themselves with the University’s policies on attendance and academic eligibility for continuous enrollment.

Every University of Mount Olive syllabus explains the course attendance policy. Classes may be dropped up to midway through the course with a W. This is the responsibility of the student. Due to different class meetings, the policy will take into account the length of class contact.

**Administrative Withdrawal**
Students are responsible for contacting their respective instructors regarding absences. Instructors are responsible for recording ongoing, timely and accurate attendance for the entire duration of their class. Students will be **administratively withdrawn** from any class for which they fail to attend or have no contact with the instructor during the first two weeks of class, regardless of class length or delivery mode. Classes for which a student is registered but never attends cannot be used to determine enrollment status in regard to financial aid awarding and disbursing. Aid will not be disbursed until the student has begun attending.

The University also routinely monitors institutional attendance records to determine when students **unofficially withdraw**. Except in unusual instances, the date of the University’s determination that the student has unofficially withdrawn will be no later than 14 days after the student’s last date of attendance.

**NOTE:** If a student is absent from all classes for a period of 14 consecutive calendar days, the University will contact the student to determine their plan for returning to class. If the student is determined to be not returning, the University will process an administrative withdrawal, to include any necessary return calculations.

**Dropping a Course**
A student must drop the course on or before the Friday of the first week of class to have it removed from their transcript. A drop form is available from the appropriate office at the location where a student is enrolled and online. Charges will be reversed if proper procedure is followed in the first week only.

A course dropped after the first week up to **midway through the course** will receive a W. The W will not be computed in determining grade point average if the student follows the procedure for dropping a course. Failure to follow the drop procedures will result in a grade of F. No course can be dropped after the midway point of the class.

**Adding a Course**
To add a course, a student must request a form from the appropriate office at the location where enrolled. The form must be returned with appropriate signatures by the last date to add a course at that location.

No seated course may be added once the course begins without authorization of the Dean or VPAA. Registration for an online course ends one week prior to the course start date. Online courses fill to capacity early in the registration process. Books must be ordered from the bookstore early to allow for distribution prior to the beginning of the class.
Repeating a Course - Undergraduate
A student may repeat a course to improve the course grade and cumulative grade point average under the following conditions:

1. The student must repeat the course with the University of Mount Olive.
2. Only courses in which the student has a grade of D or F may be repeated.
3. The previous grade and hours of credit will not be used in calculating the GPA.
4. Transcripts will show both the original and repeated grade.

Repeating a Course - Graduate
A student may repeat a course in the Master of Business Administration program of study to improve the course grade and cumulative grade point average under the following conditions:

1. The student must repeat the course with the University of Mount Olive.
2. Courses in which the student has a grade of D must be repeated.
3. Courses in which the student has a grade of C or better may be repeated if (a) the student’s cumulative GPA is below 3.00 and (b) the student has completed at least 80% of the courses in the MBA program.
4. The previous course grade(s) and hours of credit will not be used in calculating the GPA.
5. Transcripts will show both the original and repeated grade.

Substituting a Course
Only under exceptional circumstances will substitutes for or exemptions from the prescribed curriculum be permitted. To request a course substitution, the Division Chair/Dean in the student’s major will process the appropriate form in the Registrar’s Office. Any deviations from the published degree requirements must have approval of the appropriate Division Chair/Dean.

Directed Study
Directed Study applies to the University of Mount Olive catalog courses only. A maximum of 12 semester hours of Directed Study can be applied toward graduation.

To be eligible for a course offered by Directed Study, a student must be currently enrolled, have at least a 3.0 cumulative GPA, have sophomore standing if seeking an associate degree or have junior or senior standing if seeking a baccalaureate degree, have completed a minimum of 12 semester hours in residence at the University of Mount Olive, and meet any prerequisites of the course to be taken by Directed Study. A student may enroll in only one Directed Study course per semester/term. Directed Study will not be offered for the following courses: (1) a
course in which a student has received a grade of D or F, (2) introductory courses, (3) courses offered every semester.

NOTE: A student receiving veterans’ benefits must see the Veterans Certifying Official in the Registrar’s Office for assistance in requesting approval for Directed Study.

Non-Traditional Credit
In addition to regular instruction, a student may earn a maximum of 45 semester hours from the following combination of nontraditional methods:

1. Experiential Learning Credit (ELC): Maximum of 15sh credit toward an associate degree; 30sh toward a baccalaureate degree. Application to Department Chairs must occur in the first semester. Each student is given a manual with instructions in the first module course. This type of credit allows for the student with a combined academic and experience-based background to provide evidence of prior learning at the college level. The students work directly through the Department Chairs.

2. Credit by Examination (CE = College Board Advanced Placement Test, CLEP/DANTES Examination, and Challenge Exam): For Advanced Placement and CLEP/DANTES Examinations, a maximum of 15sh can be applied toward an associate degree and a maximum of 30sh toward a baccalaureate degree. For Challenge Exams, a maximum of 12sh can be applied toward either an associate or a baccalaureate degree. These tests must be taken prior to October 1 for December graduation and March 1 for May graduation.

The University offers standardized and challenge examination processes through which a student may receive credit without completing coursework. For selected courses, credit may be earned through College Board Advanced Placement Tests, CLEP/DANTES Examinations, and Challenge Exams. A student successfully completing one of these examinations will have a notation of “CE” and hours of credit recorded on the official transcript. “CE” credit hours apply toward graduation, but no grade points are awarded.

Credit for a College Board Advanced Placement Test, administered by the College Entrance Examination Board, requires a score of three or higher. A maximum of 15 semester hours of AP
credit can be applied toward an associate degree and a maximum of 30 semester hours toward a baccalaureate degree.

Credit for CLEP/DANTES Examinations can be granted upon the Registrar’s receipt of an official transcript/report. Recommendations of the American Council on Education (ACE Guide) will be honored for both total scores and/or individual subject exam scores. Credit will be entered on the student transcripts with appropriate semester hours, without grade points. (CLEP = College Level Equivalency Program; DANTES = Defense Activity for Nontraditional Education Support). A maximum of 15 semester hours of CLEP/DANTES credit can be applied toward an associate degree and a maximum of 30 semester hours toward a baccalaureate degree. The University recognizes that, in exceptional cases, a student might have achieved the objectives of certain courses offered by the University and, therefore, offers an opportunity for Challenge Exams, if a CLEP examination is not offered in the area of the course being challenged.

A Challenge Exam is not permitted for laboratory, applied music, or physical activity courses. To apply for a Challenge Exam, a student must be enrolled and must submit a CE application to the Registrar, who will confer with the appropriate Division Chair.

If the application is approved, the Division Chair will provide the Challenge Exam to an appropriate proctor when the exam date has been set. At the time of the examination, the student must pay a $100 CE fee or show evidence of the fee being charged to the student’s account in the Business Office. Test results will be forwarded to the Registrar and earned credit will be recorded on the transcript as “CE” without grade points. An unsuccessful challenge will not be recorded on the transcript.

A student may challenge a course one time. A maximum of 12 semester hours of Challenge Exam credit can be applied toward an associate or baccalaureate degree.

Recognition for Academic Achievement
To qualify for the President’s List at the completion of fall and spring semesters, a student must be attending on a full-time basis (12 semester hours or more) and must achieve a grade point average of 4.0 for the semester. This is listed on the student’s unofficial and official transcript.
To qualify for the Dean’s List at the completion of fall and spring semesters, a student must be attending on a full-time basis (12 semester hours or more) and must achieve a grade point average of 3.7 or higher for the semester. This is listed on the student’s unofficial and official transcript.

**Graduation Requirements - Undergraduate**

**Graduation with Distinction for Students**

To graduate with distinction, a candidate for a *baccalaureate degree* must have earned a **minimum of 45 graded semester hours** at the University of Mount Olive with no grade below C. Distinction is awarded as follows:

<table>
<thead>
<tr>
<th></th>
<th>GPA</th>
<th>Graduation Cord</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summa Cum Laude</td>
<td>3.90</td>
<td>Graduation Cord</td>
<td>Gold</td>
</tr>
<tr>
<td>Magma Cum Laude</td>
<td>3.80</td>
<td>Graduation Cord</td>
<td>Silver</td>
</tr>
<tr>
<td>Cum Laude</td>
<td>3.70</td>
<td>Graduation Cord</td>
<td>Bronze</td>
</tr>
</tbody>
</table>

To graduate with honors (3.7), a candidate for an *associate degree* must have earned a **minimum of 45 graded semester hours** at Mount Olive College with no grade below C. Honor graduates will wear a dark green cord at graduation.

**The Martin Award (Highest GPA)**

The award is given at Commencement in honor of Lorelle F. Martin, Professor Emerita, who taught science at the University of Mount Olive from 1957–1987. It is presented for the highest academic average to the baccalaureate graduate whose study has been at the University of Mount Olive during continuous enrollment. When the highest academic average is shared among students, the GPA based on more semester hours receives the award.

**Graduation Requirements - Graduate**

Graduation requirements may vary for each specific graduate program. These are currently housed within each academic school, *i.e.*, the Tillman School of Business and the School of Arts and Sciences; please refer to the Academic School section of this catalog for each graduate program and its specific requirements.

**Master of Business Administration (MBA)**

**Student Records Policies**

A transcript is an exact copy of a student’s permanent record at the time it is issued. Requests for transcripts must be submitted in writing in the Registrar and must be signed by the student (or parents/guardians of a student under age 18), as required by Public Law 93-380. The
Registrar’s Office will mail official transcripts to the address indicated by the student making the transcript request. Unofficial transcripts may be issued to students and will be marked as such. The first transcript will be unsigned and without the University Seal.

The University reserves the right to withhold grade reports and transcripts of students who have not returned library materials or cleared financial or judicial obligations (payment of fines, damage fees, or costs of replacement for lost materials and/or completion of service hours, etc.) by the date required at the end of each semester. Further, the University reserves the right to deny registration for the term or semester following unless obligations have been cleared or arrangements made to settle the account.

Access to Records
In releasing information about a student’s record, the University of Mount Olive:

1. Will provide properly requested transcripts to the student or parties designated and will keep a written record in the student’s file stating to whom transcripts and all personally identifiable information have been disclosed.

2. Will not disclose personally identifiable information from the academic records of a student to any outside agency without the prior written consent of the student (or the parents/guardians of a student under age 18).

3. Will inform student of their rights concerning student records kept at the University of Mount Olive.

4. Will permit a student (or parents/guardians of a student under age 18) to review the student’s transcripts.

5. Will provide a student (or parents/guardians of a student under age 18) with an opportunity to seek correction of the student’s academic record through a written request to amend, through a hearing, or by a statement placed in the student’s academic record. The written requests should specify the records to be reviewed, the purpose of the review, and the party to whom the disclosure about the student’s record may be made.

Within 45 days of the written request, the University will either make the correction or provide for a hearing.

The Academic Appeals Committee shall have the authority to require correction, deletion, or amendment of parts of the transcript in question. If the Academic Appeals Committee decides not to correct, amend, or
delete part of the transcript in question, the student (or parents/guardians of student under age 18) will be allowed to place a statement in the student’s academic record.

No file will be taken out of the Registrar’s Office. University personnel who have access to student records in the course of carrying out their University responsibilities shall not be permitted to release the records to persons outside the University unless authorized in writing by the student or as required by a court order. Only the official responsible for the records has the authority to release them.

As a general rule, the following information will be kept by the Registrar and will remain in a student’s file.

1. The official academic transcript.
2. Application for admission.
3. Admissions Credentials Assessment form or secondary transcript (if transfer work is less than 24 semester hours, then a high school transcript is needed.)
4. Post-secondary official transcript(s).
5. Selected memoranda or correspondence:
   • Advanced standing curriculum check sheet
   • Grade changes/explanations and special course descriptions
   • Official withdrawals or separations
   • Special honors or special problems
   • VA benefits record
   • Names and address changes
6. Immunizations records will be kept permanently by the Registrar’s Office. Non-academic disciplinary records will be kept by the Office of Student Development and destroyed three years after the graduation, separation, or suspension of a student.

Grades and Grading System

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**Addressing Student Complaints**

It is the policy of the University of Mount Olive that all students, both current and prospective, will be provided with appropriate contact information for on-campus offices and off-campus organizations for the purpose of submitting formal complaints. A formal complaint is submitted to an appropriate office in written format, addresses an issue of concern, and requests an opportunity for reconsideration or reconciliation. Enrolled and prospective students are requested to contact the appropriate University of Mount Olive Responsible Office when making a formal complaint, as displayed in the Contact Information table of the complete policy, which is available at: https://myumo.moc.edu/services/ir/policies/Public%20Policies/AddressingStudentComplaints.pdf.

**Violence Against Women Act**

The University of Mount of Olive does not discriminate on the basis of gender in its educational programs, and sexual harassment and sexual violence are types of gender discrimination. Other acts can also be forms of gender-based discrimination and are also prohibited whether sexually based or not and include dating violence, domestic violence and stalking. As a result, University of Mount Olive issues this statement of policy to inform the community of our comprehensive plan addressing sexual misconduct, educational programs and procedures that address sexual assault, domestic violence and stalking whether the incident occurs on or off campus and when it is reported to a university official. In this context, University of Mount Olive prohibits the offenses of domestic violence, dating violence, sexual assault and stalking and reaffirms its commitment to maintain a campus environment emphasizing the dignity and worth of all member of the university community.


**Academic Integrity Policy**

The University of Mount Olive expects all members of the University community to behave honestly, to respect the intellectual property of others, and to follow the University of Mount Olive Covenant. Any form of academic cheating, including plagiarism, is intellectually dishonest and will not be tolerated. Students are expected to complete their own work and to comply with this Academic Integrity Policy. At their discretion, faculty members may require students to sign the following statement: “I have completed this assignment, [examination or quiz] by myself: it is my own work. I have neither given nor received unauthorized assistance on this assignment, [examination or quiz].”
I. Definitions

CHEATING

Cheating is defined as the performance of any dishonest and/or deceptive act by which a student gives or receives information illicitly with the intent to deceive an instructor in the evaluation of the student’s work or represents the labor or knowledge of another as his/her own. The term “cheating” includes, but is not limited to:

1. The use of any unauthorized assistance in taking quizzes, tests, or examinations, writing papers or completing other assignments;
2. Receiving aid from sources beyond those authorized by the faculty member supervising or assigning quizzes, exams, papers, or other assignments;
3. Acquisition, without permission, of quizzes, exams, papers or other academic materials belonging to another member of the University community;
4. The use of technology such as cell phones, lap-top computers, etc. illicitly to receive or send information pertaining to any quiz, exam, paper or other assignment from or to any other person;
5. The offer of any compensation to any student, staff member or faculty member in return for unauthorized access to any quizzes, exams, papers or other assignments;
6. The sale of any unauthorized information pertaining to academic quizzes, exams, papers or other academic assignments;
7. The unauthorized procurement of any academic assignment from either public or private space, the possession of which would give a student an unfair advantage;
8. The unauthorized use of un-credited &/or unattributed work by any other student, staff member or faculty member;
9. The purchase of any academic paper or other assignment from a third party and using such property as if it were one’s own;
10. Submitting a work product to one instructor and then submitting the same work product to a second instructor, without the knowledge or consent of both the first and second instructors; or
11. Otherwise submitting or presenting false information in fulfilling an academic requirement.

PLAGIARISM

Plagiarism is the intentional and unattributed theft of others' words, ideas or work. Its purpose is to misrepresent others' intellectual property as the plagiarist's own work. Plagiarism is undertaken with the intent to misrepresent the work as one's own and to deceive the recipient(s) of that work. Plagiarism is the most egregious form of cheating. An instructor making the charge of plagiarism has the burden of proof by clear and convincing evidence. Because of the severity of the accusation and potential consequences, no accusation of plagiarism shall be made without proof or compelling evidence.
Any accusation of plagiarism must be supported by the original or a copy of the plagiarized document(s) and/or other compelling evidence. A student’s inability to explain key concepts or vocabulary in the paper, lack of knowledge regarding the research or sources cited, or an admission of guilt by the student, or co-conspirator, all shall be considered compelling evidence and acceptable grounds for an accusation of plagiarism to proceed.

Examples of plagiarism include, but are not limited to, the following:

1) Using someone else's words, ideas, or work without attribution, i.e., quotation marks, parenthetical citation, and/or an entry on the Works Cited page;
2) Cutting and pasting/copying text from any source whatsoever without attribution;
3) Buying papers and representing the product as one’s own work, whether citations exist within the work or not;
4) Buying papers and representing their products as one’s own work, even if portions of the work have been changed or material has been added to it;
5) Paraphrasing someone else's work without attribution;
6) Submitting another person's work as one’s own, i.e. using work done by another student; and/or
7) Receiving inappropriate help, i.e. having someone else write large and unattributed portions of the submitted work.

It is the intention of the University of Mount Olive not to unjustly accuse students of plagiarism. Therefore, it is important to understand what plagiarism is not. Plagiarism is not a mistake in citation or citation format, use of a citation system different from the stated course requirements, an incomplete citation, an incorrectly done citation, or making mechanical/formatting errors.

The key concept of plagiarism is the intent to deceive. Without the demonstrable intent to deceive, the issue of plagiarism does not exist.

- **II. Sanctions**
Academic dishonesty -- especially, plagiarism -- harms both students and the University. Dishonest students do not learn the material on which they cheat; yet, they may be rewarded for cheating by receiving a grade which they do not deserve. Ultimately, “success” in cheating can build habits that result in unsuccessful careers after dishonest students graduate. Successful cheaters also harm honest students by diluting their records (e.g., class standing). Both of these outcomes devalue the conferred degrees and reputation of the University of Mount Olive. Thus, they are contrary to the best interests of both the University and its students.
This policy is intended to discourage students from engaging in cheating and/or plagiarism (an egregious form of cheating) by making students aware that the sanctions for cheating are so severe that its potential consequences make it an undesirable alternative to doing honest work.

Upon receiving a **Report of Academic Integrity Violation** from an instructor, the Vice-President for Academic Affairs (VPAA) shall record the student’s name and offense on an Academic Integrity Probation List. Academic integrity probation will remain in effect throughout the student's remaining enrollment at this University unless an appeal of the alleged violation is granted and no prior violation has been listed.

Multiple instances of academic integrity violations shall result in the following penalties:

- **The first violation** requires the VPAA to issue a letter to the offending student, stating that he or she has been placed on permanent Academic Integrity Probation (subject to appeal) and explaining sanctions for further academic integrity violations as explained below.

- **A second violation** will result in the offending student’s suspension from the University of Mount Olive for one semester or one year, at the discretion of the VPAA.

- **A third violation** will result in the offending student’s permanent expulsion from the University of Mount Olive.

Students who commit academic integrity violations before dates when courses normally may be dropped will not be permitted to drop courses in which such grades are imposed.

**The procedure for recording an academic integrity violation is as follows:**

- If/when an instructor feels a violation of this policy has occurred, they are to use reasonable means to contact the student to inform them of their perception of a violation. The instructor will explain the criterion used for their allegation, and allow the student an opportunity to respond to the allegation.

- Following a reasonable attempt to contact the student, if/when an instructor reports a violation of the policy, the Instructor shall so-notify the student, the Department or Program Chair, Division Chair, the Dean, and the VPAA in writing and provide a detailed description of the specific violation.
Upon the approval of the VPAA within 7 calendar days of receipt from the Instructor, the Instructor shall record a **tentative** grade of F for the violating student in the University's Moodle system. Such a record automatically prevents the offending student from dropping a course even if the official deadline for dropping courses has not yet occurred.

The VPAA will notify the offending student that he/she is on Academic Integrity Probation, pending any successful appeal.

Upon a successful appeal or otherwise successful completion of the course in question, the Instructor will submit a Change of Grade form, indicating the student's final grade, to the Registrar’s Office.

A student may appeal a penalty for an academic integrity violation when such a penalty is imposed. (The procedure for submission and disposition of appeals is stated in the next section of this Policy.) Students who appeal penalties for academic integrity violations may return to their classes pending outcomes of their appeals. If a penalty for an academic integrity violation is imposed **before the course's term has ended**, an **expedited appeal** may be requested from the Division Chair or Dean and, whenever practicable, such requests will be granted.

### III. Grade Appeals

The purpose of this Grade Appeal Policy is to provide a procedure for resolving students’ grievances about instructors’ assignments of course grade(s) and/or their method(s) of evaluation in regards to an allegation of plagiarism/cheating.

This policy does not apply to issues involving non-academic probation or suspension, readmission applications, harassment, disability, or discrimination. Please refer to the UMO policies pertaining to such matters for applicable information and procedures.

**INITIATION OF APPEALS**

Students are encouraged to discuss questionable grades with their instructors at any time. With the exception of penalties for academic integrity violations (as aforementioned), no appeal concerning course grades may be initiated until final grades have been posted for the course at issue. **(See Step 2b, below, for initiation of expedited appeals.)**

A student who has a grievance concerning a final course grade or a faculty member’s method(s) of evaluation first should seek informal resolution of the issue by discussing it with the faculty member. Such
an informal discussion with the instructor must take place before a formal Request for Grade Change is made.

A Request for Grade Change must be delivered to the instructor by the student within 10 calendar days after the following term or semester begins or a final grade of F is imposed during the term or semester when the course is being conducted. If the deadline date falls in a weekend or on a holiday, then the deadline shall be the next business day. The Instructor must respond to that request within 10 calendar days. If the request is denied by the instructor, a student then may submit a formal Grade Appeal of the instructor’s decision to the Division Chair (as provided in Step 2a, below), within 10 additional calendar days after receipt of the instructor’s decision.

**FORMAL GRADE APPEAL: STEPS**

1. If the student and the instructor cannot satisfactorily resolve their difference by informal means, the student may deliver a formal Request for Grade Change (see below) to the instructor, presenting evidence in support of his/her appeal and requesting re-evaluation, re-grading, an explanation of the grade, comments or corrections from the instructor. The instructor must respond to the student in writing within 10 calendar days of an appeal’s receipt. If that response is unsatisfactory to the student, the student may proceed to step 2.

2. The student may present a formal Grade Appeal to the Division Chair or to the Dean within 10 calendar days after Step One has concluded. (See Step 2a, below for determination of the party to whom an appeal should be directed.) The formal appeal must: (1) state all of the facts involved in the issue that are known by the student; (2) indicate specific reasons for the appeal; (3) identify clearly the student’s proposed solution to the issue; and (4) include any material that supports the appeal. The instructor shall be responsible for supplying the Division Chair or Dean with course materials pertaining to the issue in dispute and provide a formal written summary of his/her rationale for the grade. The Division Chair or Dean may obtain additional evidence, if any exists, should s/he believe it could be pertinent to full disclosure of relevant facts and facilitate a fair resolution of the appeal. The Division Chair or Dean shall provide a written response to both the instructor and the student within 10 calendar days of receiving a formal Grade Appeal.

2a. If the appeal concerns the Division Chair as a course instructor, the Division Chair shall be recused and the student shall submit his/her appeal directly to the Dean of the school wherein the alleged violation occurred. Otherwise, the appeal shall be directed to the Division Chair.
2b. In cases of academic integrity violations resulting in a student's failure of a course before the course has ended, an **expedited appeal** may be requested from the Division Chair or Dean. Whenever possible, requests for expedited appeals will be granted. Students who appeal failing grades during a semester may return to classes pending the outcomes of their appeals. Expedited appeals begin immediately at Step Two.

3. If the Division Chair or Dean determines that a student’s appeal has merit, then the appeal shall be granted and the Division Chair or Dean shall so notify the VPAA in cases of Academic Integrity Probation. In such cases, the VPAA then shall remove the student from Academic Integrity Probation, provided that the student has not previously been placed on academic integrity probation. If the Division Chair or Dean determines that there is no merit to the student’s appeal, then the appeal shall be denied, and the Division Chair or Dean shall so notify the student, the instructor, and the VPAA within 10 calendar days. The Division Chair or Dean also shall inform the student that s/he may pursue a **Final Appeal** to the Academic Integrity Committee within 10 calendar days from the date of notification that an appeal has been denied.

4. Within 10 calendar days from the date when a Final Appeal has been filed, all evidence and other materials accumulated during the appeal process will be directed to the Chairperson of the Academic Integrity & Appeals Committee (AIAC). Within 10 calendar days thereafter, a hearing will be held during which the AIAC Committee will deliberate the issues under dispute and reach an objective determination based on the full facts of the case. The Committee may make a decision based on all evidence provided by the student, the instructor, the Division Chair and/or Dean. However, the Committee may, at its discretion, request additional evidence (such as electronic records) that might determine the veracity of contrary claims or otherwise establish the full facts of a case. While the Committee will review decisions of the Division Chair and/or Dean, such decisions will not be considered as evidence. The Committee shall issue a report of its findings, conclusions and recommendations to the VPAA within 10 calendar days after receiving the full facts of a case.
   a. If the AIAC finds that there is insufficient evidence upon which to make a judgment on the merits of a case, it may request additional information and defer final judgment pending attempts to obtain the full facts. Alternatively, the appeal may be summarily dismissed if no further evidence is available or sufficient evidence remains unavailable.
b. If the AIAC finds that the manifest weight of evidence supports the instructor’s grading decision, the Committee shall recommend that the appeal be denied.

c. If the AIAC finds that the manifest weight of evidence supports the appeal, the Committee shall recommend that the appeal be granted.

d. Within 10 calendar days of receiving the full facts of a case, the AIAC will deliver a majority report including a summary of its findings, conclusions and recommendation to the VPAA. A dissenting opinion report also may be submitted in the event of a split vote.

e. If the case under review involves an academic integrity violation, and the AIAC recommends that the appeal be granted, the VPAA, upon concurring with the AIAC, will remove the student from Academic Integrity Probation provided that the student had not been on Academic Integrity Probation prior to the subject appeal. If the appeal is denied, the student’s Academic Integrity Probation shall be permanent.

5. The VPAA will notify the student in writing of the AIAC’s decision regarding the student’s Final Appeal. Copies of this notification shall be sent to the Division Chair, Dean and Chair of the AIAC for distribution to all members of the Committee who participated in the case at issue. This will conclude the academic appeal process.

6. A file containing the original appeal, evidence, records of proceedings, decisions and other relevant materials will be maintained in the Office of the AIAC Chairperson, Office of the Dean of the School wherein the grievance originated and in the Office of the VPAA. A copy of the AIAC’s final report will also be maintained in the Office of the Dean and the Office of the VPAA. Under no circumstances will reports or materials pertaining to prior alleged or verified violations of academic integrity be provided to professors prior to or during subsequent courses in which the student enrolls, nor in advance of an instructor filing a formal Report of Academic Integrity Violation. This provision is included to ensure fairness and due process for the student so that each case of an alleged violation is based on its individual merits.
General Education Competency Requirements

The University of Mount Olive (UMO) understands that the goal of a general education curriculum is to provide students with a foundation of holistic inquiry. The University has identified four general education competency areas with twelve associated student learning outcomes, and courses to meet this goal.

1) General Education Competency Areas and associated Student Learning Outcomes

Competency Area 1: Communication

Written and Oral:
University graduates should be able to write and speak effectively. Effective writing uses a clear and organized structure to develop a logical point and utilizes the conventions of standard written English. To demonstrate effective writing and speaking UMO graduates will be able to:

1. Write clearly and effectively in Standard Written English
2. Speak clearly and effectively in Standard English

Technology/Information Literacy:
The 21st century workplace requires technological proficiency. UMO graduates will be able to:

3. Use 21st century technology to retrieve and communicate appropriate information across a variety of formats.

Competency Area 2: Cultural Literacy & Global Awareness:
Upon completion of their degree program, students will have developed a deeper understanding of the relation of self to world through investigation of the influence of social, cultural, historical, economic, and political institutions in shaping human thought, value, and behavior.

Fine Arts:
The fine arts curriculum is planned to provide a broad quality education in the arts and humanities and to develop in the student an appreciation of the whole self and the universality of the human experience. Upon completion of the GER, students will be able to:

4. Use appropriate critical vocabulary to describe and analyze how the arts are integrated with different cultural values and works of artistic expression.

History:
The study of history prepares students to read and analyze works with critical insight and appreciate the range and variety of resources, as well as demonstrate knowledge of the development and cultural diversity of their
respective areas of study. Upon completion of the GER, students will be able to:

5. Draw on historical perspective to evaluate contemporary problems/issues.

**Literature:**
The study of literature helps students examine the major questions about the meaning of life that are inherent in human cultures from ancient to modern times. Upon completion of the GER, students will be able to:

6. Identify historical, cultural, and biographical contexts for selected literary texts and apply them interpretively to assigned reading.

**Global Understanding/Citizenship:**
The study of cultural differences helps students become global citizens. Upon completion of the GER, students will be able to:

7. Understand cultural differences, demonstrate knowledge of global issues, and understand his or her own culture in a global context.

**Religion:**
The study of Religion equips students with the tools to examine and understand religious convictions. Upon completion of the GER, students will be able to:

8. Identify and utilize appropriate resources to guide interpretation of Religious beliefs

**Competency Area 3: Problem Solving / Analytical Skills**

**Critical Thinking and Reasoning**
Students demonstrate the abilities to solve problems analytically and to think in rational and open-minded ways. Students with competency in this area should be able to:

9. Use logic to draw conclusions, form hypotheses, and make informed decisions

**Quantitative Reasoning**
Students demonstrate knowledge of quantitative reasoning. Students with competency in this area should be able to:

10. Perform the mathematical operations encountered in everyday life, including the computation of data and the interpretation of graphical representations.

**Competency Area 4: Faith and Character Formation**

**Interpersonal Values (responsibility to others):**

11. UMO graduates will develop sensitivity to the backgrounds of others, cultivate the ability to dialogue constructively with others, and demonstrate attentiveness to the needs of others. Different backgrounds include (but are not limited to): ethnicity, religion, age, gender, cognitive ability, family situations, and sexual orientation.
Intrapersonal Values (responsibility to self):
12. UMO graduates will be able to define their own personal values and demonstrate the ability to make decisions in accord with those values.

2) General Education Competency Areas: Courses (46sh)

The most current listing of the University’s General Education Core (GER) requirements is maintained by the Registrar and posted online: https://myumo.moc.edu/academic/registrar/DegreeSheets/default.aspx. These are the approved courses as of 04/02/2015, effective Fall 2015:

NOTE: 46sh are required for the BA & BS General Education Core, unless otherwise noted on a specific Degree Sheet.

Competency Area 1: Communication (12 sh)
Written Communication (6 sh)
ENG 111 (English Composition I) and ENG 112 (English Composition II) or HON 111 (Great Ideas) and HON 112 (Great Works)

Oral Communication (3 sh)
ENG 241 (Public Speaking)

Technology/Information Literacy (3 sh)
CIS 110 (Introduction to Computer), ADV 100 (Advisement & Fundamentals of Success)

Competency Area 2: Cultural Literacy & Global Awareness (21sh)
Fine Arts (3 sh)
ART 110 (Art Appreciation), ART 160 (Art History Survey I), ART 161 (Art History Survey II), ART 252 (Art History Survey), ART 255 (History of Painting & Drawing), MUS 119 (Introduction to Music), MUS 250 (Music Appreciation), MUS 252 (World Music), MUS 253 (Introduction to Film Scores), MUS 254 (American Popular Music)

History (6 sh)
HIS 111 (World Civilization I), HIS 112 (World Civilization II), HIS 200 (Contemporary World History), HIS 221 (American History I), HIS 222 (American History II), HIS 223 (Major issues in American History)

Literature (3 sh)
ENG 213 (Perspectives in World Literature), ENG 223 (Perspectives in British Literature), ENG 233 (Perspectives in American Literature), ENG 243 (Perspectives in African American Literature), ENG 255 (Creative Writing & Literary Forms)
### Global Understanding/Citizenship

#### Global Understanding (3 sh)
- ART 110 (Art Appreciation),
- ART 160 (Art History Survey I),
- Art 161 (Art History Survey II),
- ECO 201 (Microeconomics),
- HIS 111 (World Civilization I),
- HIS 112 (World Civilization II),
- HIS 200 (Contemporary World History),
- HIS 221 (American History I),
- HIS 222 (American History II),
- HIS 223 (Major issues in American History),
- LAT 211 (Inter Latin I),
- LAT 212 (Inter Latin II),
- MUS 250 (Music Appreciation),
- MUS 252 (World Music),
- PHI 201 (Intro to Philosophy),
- REL 111 (Intro to Old Testament),
- REL 112 (Intro to New Testament),
- REL 221 (Issues in Death & Dying),
- REL 240 (Survey of World Religions),
- SCI 212 (Science & Society),
- SPA 111 (Elem Spanish I),
- SPA 112 (Elem Spanish II),
- SPA 116 (Everyday Spanish)

#### Citizenship (3 sh)
- CJC 250 (Family & Domestic Violence),
- ECO 202 (Macroeconomics),
- HLH 110 (Focus on Health),
- HON 212 (National Issues),
- PLS 110 (American Government),
- PSY 200 (Interpersonal Relations),
- PSY 250 (Social Psychology),
- REL 205 (Women in the Bible),
- REL 220 (Study of Religion),
- REL 225 (Spirituality),
- RLS 111 (Foundations of Rec/Parks/LS & Health/Physical Ed),
- RLS 205 (Leisure Activities),
- SOC 250 (Family & Domestic Violence)

#### Religion (3 sh)
- REL 111 (Old Testament),
- REL 112 (New Testament),
- REL 205 (Women in the Bible),
- REL 215 (Intro to the Bible),
- REL 220 (Study of Religion),
- REL 221 (Issues in Death & Dying),
- REL 225 (Spirituality),
- REL 240 (Survey of World Religions)

### Competency Area 3: Problem Solving & Analytical Skills (13 sh)

#### Critical Thinking and Reasoning

**Biological/Physical Science (7sh)**
- BIO 100 (Intro to Biology) & BIO 100L (Intro to Biology Lab),
- BIO 115 (Intro to Biotechnology),
- BIO 120 (Principles of Biology I) & BIO 120L (Principles of Biology I Lab),
- BIO 121 (Principles of Biology II) & BIO 121L (Principles of Biology II Lab),
BIO 205 (Survey of Human Anatomy & Physiology) & BIO 205L (Survey of Human Anatomy & Physiology Lab),
BIO 220 (Ecology),
BIO 230 (General Botany), BIO 230L (General Botany Lab),
BIO 251 (Human Anatomy & Physiology I) & BIO 251L (Human Anatomy & Physiology I Lab),
CHE 110 (Intro to Chemistry),
CHE 221 (General Chemistry I),
CHE 222 (General Chemistry II),
EES 110 (Environmental Science) & EES 110L (Environmental Science Lab),
EES 120 (Physical Geology) & EES 120L (Physical Geology Lab),
PHY 110 (Physics for Non-Majors),
PHY 130 (Intro to Astronomy) & PHY 130L (Intro to Astronomy Lab),
SCI 101 (Gen Science Lab),
SCI 102 (Interdisciplinary Science),
SCI 110 (Physical Science for Education Majors)

Social/Behavioral Science (3 sh)
CJC 210 (Intro to Criminal Justice & Criminology),
HON 211 (State & Regional Issues),
PHI 210 (Critical Thinking), PSY 100 (Intro to Psychology),
SOC 210 (Intro to Sociology), SOC 240 (Social Problems)

Quantitative Reasoning (3 sh)
MAT 120 (College Algebra),
MAT 121 (Contemporary College Mathematics),
MAT 125 (Concepts of Probability & Geometry), MAT 140 (Pre-calculus),
MAT 255 (Calculus I)

Competency Area 4: Faith and Character Formation

Interpersonal Values (responsibility to others):
Co-curricular.

Intrapersonal Values (responsibility to self):
Co-curricular.

For a student transferring from a North Carolina community college, the University of Mount Olive will accept the Universal General Education Transfer Core (UGETC) as transfer credits for the University of Mount Olive General Education Core Competency Requirements.
DEGREE PROGRAMS
Undergraduate Degrees:

Associate of Arts (A.A.) Degree
General Studies

Associate of Science (A.S.) Degree
General Studies
Health Science

B.A. / B.S. Degree
To qualify for a Bachelor of Arts or a Bachelor of Science Degree, a student must complete an approved General Education Program and a major program of study. A student should also consider choosing a minor program of study and may choose to double major.

B.A.S. Degree
Students who have an Associate in Applied Science Degree may transfer up to 64 semester hours from a two-year institution toward a B.A.S. Degree. To qualify for a Bachelor of Applied Science Degree, a student must be a graduate of a regionally accredited technical institute or community college, must complete an approved General Education Program, and must complete a cognate course of study (a sequence of 27–36 semester hours). Eighteen of the 27–36 semester hours of the cognate must be 300/400-level courses in residence.

- Bachelor of Arts: Majors
  Art
  Biology
  English
  Education-English
  History
  Liberal Studies
  Mathematics
  Photography
  Psychology
  Recreation and Leisure Studies-Generalist
  Religion

- Bachelor of Science: Majors
  Agricultural Production Systems
  Biology
  Business Administration: Accounting
  Business Administration: Agribusiness
  Business Administration: Business Management
  Business Administration: Management Information Systems
Business Administration: Healthcare Management
Business Administration: Human Resource Management
Business Administration: Business Analytics
Chemistry
Chemistry: Biochemistry concentration
Criminal Justice and Criminology
Education-Agriculture Education
Education-Early Childhood Education (B-K)
Education-Elementary Education (K-6)
Education-Health and Physical Education
Education-Mathematics
Education-Music-Instrumental/Vocal
Education-Science
Education-Social Studies
Education-Special Education (K-12)
Education-Teacher Education (Licensure Candidate)
Education-Teacher Education (Lateral Entry)
Graphic Design
History
Leadership
Mathematics
Music (Sacred, Vocal, Piano, or Instrumental Concentration)
Nursing (RN required)
Psychology
Recreation and Leisure Studies: Exercise Science
Recreation and Leisure Studies: Generalist
Recreation and Leisure Studies: Leisure Service Management
Recreation and Leisure Studies: Physical Education
Recreation and Leisure Studies: Recreation Therapy
Recreation and Leisure Studies: Sports Management
Religion

- **Bachelor of Applied Science: Cognates**
  Criminal Justice and Criminology
  History
  Mathematics
  Recreation and Leisure Studies
  Religion

**Double Major**
To double major, a student must complete the requirements of both majors. A course satisfying the requirements of one major may be accepted as satisfying the requirements of the second major upon approval of both Department Chairs.
Minors

The Tillman School of Business holds ACBSP accreditation with a strong business core for all majors. Minors are available in Business Analytics, Business Leadership, Business Management, Business Marketing, Human Resource Management, and Management Information Systems. Business majors may use specified courses in the Business Core to satisfy the total hour requirement.

Certificate
Technical and Professional Communication

Second Baccalaureate Degree
A person who has graduated with a baccalaureate degree from the University of Mount Olive or another accredited college or university may earn a second baccalaureate degree at the University of Mount Olive. The following applies:

1. A minimum of 32 semester hours beyond the first bachelor’s degree must be earned at the University of Mount Olive, with a minimum of 24 semester hours in the major area.
   
   All hours applying to the second baccalaureate degree must be unduplicated and must be earned after the first degree is granted.

2. All the General Education Requirements (GER) in effect at the time of the second baccalaureate degree must be fulfilled.

3. Requirements in the major area of the second degree must be completed.

4. A 2.0 cumulative grade point average must be achieved in all of the course work earned at the University of Mount Olive that applies to the second baccalaureate degree, with no grade below C in the major.

5. A student entering the University of Mount Olive to work toward a second baccalaureate degree will be classified as a senior.
Graduate Degrees:
Master of Business Administration (MBA)

Program Degree Sheets
All degree sheets are found on the website at www.umo.edu under academics and then registrar.
SPECIAL PROGRAMS

Military Friendly® School
The University of Mount Olive is designated as a Military Friendly® school by Victory Media http://victorymedia.com/brand/military-friendly/, who honors the top 20 percent of colleges, universities, and trade schools which are doing the most to embrace America's veterans as students. For information regarding services available for our military students, please use https://www.umo.edu/admissions/military-students as a starting point.

ECU Air Force ROTC
The University of Mount Olive maintains a cross-town agreement with East Carolina University. Students may be enrolled as a full-time student at the University of Mount Olive and also take AFROTC classes each week at East Carolina University.

The Leadership Program
The Leadership Program focuses upon the fundamentals of leadership, team building, and situations encountered in the management of campus activities, people, and programs. Students who meet the following criteria are nominated automatically for a leadership award:

- High school grade point average of 2.8 or higher.
- A minimum SAT score of 920 or ACT of 19.

Students selected for the Leadership Program are eligible to receive an award of $3,000 per year for four years, pending successful academic performance. Recipients of this award must maintain a cumulative grade point average of 2.5 or higher and complete a minimum of 28 semester hours per year. Full-time transfer students who have completed one year or more of university work and have earned at least a 2.8 grade point average may apply for a Transfer Leaders Scholarship. If selected, they are eligible to receive an award of $3,000 per year. This award is based on leadership and academic merit and is renewable each subsequent year provided the specified grade point average is maintained.

Recipients of this award must maintain a cumulative grade point average of 2.5 or higher, complete a minimum of 28 semester hours per year, and satisfactorily complete the service components of the program.

Full-time transfer students who have completed one year or more of university work and have earned at least a 2.8 grade point average may apply for a Transfer Leaders Scholarship. If selected, they are eligible to receive an award of $3,000 per year. This award is based on
leadership and academic merit and is renewable each subsequent year provided the specified grade point average and participation in the Leadership Program are maintained.

**The Merit Scholarship**
Entering traditional freshmen are eligible for a Merit Scholarship based on the following criteria:

- Completion of admission process and acceptance
- High School GPA of 3.2 or higher (unweighted)
- Minimum SAT of 1020 or ACT of 22
- Submission of a “Free Application for Federal Student Aid”

This scholarship has a value of $4,000 annually, renewable for three additional years if the recipient completes a minimum of 30 semester hours each academic year. If at the end of the academic year the grade point average falls below the required average of a 3.0, the scholarship will not be renewed. The student may re-apply the following year by permission of the Vice President for Academic Affairs.

**The Presidential Scholarship**

- Completion of admission process and acceptance
- High School GPA of 3.7 or higher (unweighted)
- Minimum SAT of 1020 or ACT of 22
- Submission of a “Free Application for Federal Student Aid”

This scholarship has a value of $6,000 annually, renewable for three additional years. Students must complete a minimum of 30 semester hours each academic year; achieve a 3.2 cumulative GPA at the end of each academic year (with the exception of freshmen, who must achieve a 3.0 cumulative GPA).

If at the end of the academic year the grade point average falls below the required average and/or the minimum semester hours are not completed, the scholarship will not be renewed. Students who lose academic scholarships may 1) earn them back in future semesters if the minimum GPA and semester hours are completed or 2) opt to receive the Merit or Leaders scholarship if they meet the required minimum standards.

Students who are eligible for The Presidential Scholarship will be considered for invitations to participate in the Honors Program.

**The Honors Program**
Students who are eligible for The Presidential Scholarship will be considered for invitations to participate in the Honors Program.

Additional criteria:
• One letter of reference
• Review of the writing sample (essay printed from either ACT or College Board (SAT)) or, if the ACT or SAT score essays or responses are not available (e.g., transfer or international student), then an essay prompt from the ACT or SAT.

Students must complete a minimum of 30 semester hours each academic year, achieve a 3.2 cumulative GPA at the end of each academic year (with the exception of freshmen, who must achieve a 3.0 cumulative GPA); and register for and successfully complete at least one class in the Honors Program each semester earning a minimum grade of a C.

Current University of Mount Olive students who meet the requirements may be admitted into the Honors Program either by professor’s recommendation or self-nomination and review by the Honors committee.

• **Honors Program Curriculum**
The purpose of the Honors Program is to facilitate students’ development of a sense of the unity of knowledge implicit in a liberal arts education and a scholarly and collaborative community. To this end, courses are more academically rigorous than the more traditional classes. Further, the Honors Program offers students additional opportunities for collaboration and the development of a sense of community through seminars, forums and projects.

*Freshman Year: Cultural Foundations*

**HON 111 (3 sh) Great Ideas:** Fall Term  
An exploration of the liberal arts responses to the perennial questions of being, including major Western philosophic, religious & scientific discourse  
Satisfies GER for ENG 111

**HON 112 (3 sh) Great Works:** Spring Term  
An intensive study of the canonical works of literature, which have shaped Western culture, including critical analysis and research components  
Satisfies GER for ENG 112

*Sophomore Year: American Perspectives: Becoming a Better Citizen*

**HON 211 (3 sh) State & Regional Issues:** Fall Term  
This interdisciplinary course includes in depth exploration and intensive research on state and regional issues.  
*Satisfies a GER requirement for Social/Beeper Science*

**HON 212 (3 sh) National Issues:** Spring Term  
This interdisciplinary course includes in depth exploration and intensive research on issues facing America.  
*Satisfies a GER for Perspectives*

*Junior Year: International Perspectives: Becoming a Citizen of the World*

**HON 311 (3 sh) The Global Community:** Fall Term  
This interdisciplinary course includes in depth exploration and intensive research on issues facing the Global Community.
Satisfies GER for History/Social Studies (HIS 200)

HON 312 (3 sh) Travel Abroad: Spring Term
This course involves classroom study, reading, lectures, and site visits. Past travel sites have included Peru, Athens, Rome and London.

Senior Year: Capstone
HON 411 (3 sh) Senior Reflections Fall Term
This course will facilitate the development of our students' lifelong learning experiences with particular emphasis on the connections between their chosen vocation/career and the ways in which MOC has played a part in their decisions.

HON 412 (3 sh) Senior Project Spring Term
This course is designed for students to develop a project of service or of special interest. They may work individually or in groups. An oral presentation will be required.

Interdisciplinary Studies
Interdisciplinary Studies courses are designed to span multiple areas of the liberal arts core, and provide unique and engaging opportunities for students to approach, engage, and learn in an interdisciplinary fashion.

Interdisciplinary Studies Courses
IDS 100-199 (1, 2, or 3 sh) Interdisciplinary Studies: In this introductory level course a problem, issue, historical period, or culture is examined from the perspective of two or more academic disciplines. No prerequisites.

IDS 200-299 (1, 2, or 3 sh) Interdisciplinary Studies: In this intermediate level course a problem, issue, historical period, or culture is examined from the perspective of two or more academic disciplines. No prerequisites.

IDS 200: Religion and Science This course will examine the relationship between religion and science incorporating historical, scientific, theological, and philosophical perspectives.

IDS 300-399 (1, 2, or 3 sh) Interdisciplinary Studies: In this advanced level course a problem, issue, historical period, or culture is examined from the perspective of two or more academic disciplines. Prerequisites determined by course designers.

IDS 400-499 (1, 2, or 3 sh) Interdisciplinary Studies: In this research level course a problem, issue, historical period, or culture is examined from the perspective of two or more academic disciplines. Prerequisites determined by course designers.

Leadership Program
BLS 390 Research Methods for Liberal Studies (3 semester hours)
This course provides a comprehensive introduction to the research process. It is designed to develop an interdisciplinary understanding of research methodologies, foundational research theories and protocols for conducting academic research. The course teaches students to identify a study topic, formulate inquiry questions, organize a literature review, and select appropriate research designs and methodologies. Prerequisites: Satisfactory completion of all General Education requirements and declaration as a Liberal Studies/Interdisciplinary Studies major or permission of the instructor.
BLS 490 (3 sh) Senior Liberal Studies Project  
TBA
The Senior Liberal Studies Final Project is the opportunity for the student to demonstrate the integration of knowledge and skills acquired over the course of the program in his or her individual area of interest. It may involve academic research, applied research, or a creative project. All projects must include written analysis. Applied research and creative projects must include a short written analysis that provides context for the work. The project must be analytical and interdisciplinary. Prerequisites: Completion of the Liberal Studies Core or permission of the instructor.
ACADEMIC SCHOOLS

The academic structure of the University of Mount Olive is housed in two schools, the Tillman School of Business, and the School of Arts and Sciences.

TILLMAN SCHOOL OF BUSINESS

The Robert L. Tillman School of Business provides students with a fundamental knowledge of business functions and processes as well as understanding of the free enterprise system. The degree programs prepare students for numerous career opportunities in the public and private sectors. In all majors, strong efforts are made to familiarize students with the problems and opportunities of modern economic life and to prepare them for intelligent citizenship and further educational development. Its undergraduate programs provide a foundation of proven excellence as internationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP) and regionally by the Southern Association of Schools Commission on Colleges (SACSCOC).

The Tillman School is seeking Candidacy status for its graduate MBA program concurrent with the launch of its inaugural class in January 2014, in accordance with prescribed ACBSP accreditation processes for new programs.

Division of Business Solutions

Graduate Program

Master of Business Administration (MBA)

http://www.umo.edu/programs-of-study/online/mba

ADMISSIONS REQUIREMENTS:

• A bachelor's degree in business from an accredited Accreditation Council for Business Schools and Programs (ACBSP) or Association to Advance Collegiate Schools of Business (AACSB) school/college of business. Bachelor degrees in other disciplines, supported with professional business experience, will be reviewed individually. Applicants may be provisionally admitted and advised to take undergraduate prerequisite business courses or academic leveling course modules before starting the MBA. Once all required prerequisite courses or modules are satisfactorily completed, the applicant will be eligible for full admission into the MBA program.
• Official transcripts are required from degree-granting institutions other than the University of Mount Olive.
• Institutions outside the U.S. require IELTS analysis. An interview via SKYPE may also be required. International applicants must demonstrate proficiency in English by submitting a minimum TOEFL score of 550.
• A minimum undergraduate 3.0 GPA or a minimum undergraduate 2.5 GPA with 5 or more years of added professional work experience as documented in a submitted resume is required.
• Applicants must submit a completed online application.
• A personal statement (500 words maximum) about the relevance of receiving an MBA from the University of Mount Olive is required.
• Applicants may supplement their undergraduate record with official scores on the GMAT or GRE (not required).
• A nonrefundable confirmation fee of $100 is due upon acceptance.

TRANSFER OF GRADUATE CREDIT

Transfer work will be considered on a case by case approach from MBA programs holding ACBSP or AACSB accreditation with a B or higher grade for credit, but are not to be included in the GPA. No more than 6 credit hours of graduate transfer credit will be accepted.

GRADUATION REQUIREMENTS

Degrees are conferred in May, August and December. A candidate for graduation must meet the following requirements:

• Complete all courses, including all academic requirements prior to graduation. The plan of requirement completion must be submitted at the time of application for graduation.
• Achieve a minimum cumulative GPA of 3.0 on all studies at the University of Mount Olive with no grade below C. Maintaining a 3.0 GPA, allows a student to remain in Good Academic Standing.
• File with the registrar an application for graduation and graduation plan (if required) by October 15 for the December Commencement, by March 15 for the May Commencement, by May 1 for August Commencement, and pay the Business Office a nonrefundable graduation fee of $70. After these application dates, a late fee of $20 will be charged for degree orders. If a student withdraws the application within two months of the graduation date, the graduation fee will be credited to the student’s account and no fee will be charged when next the student applies and graduates.
**MBA**

BUS 500 (3 sh) Business Essentials  
ECO 600 (3 sh) Managerial Economics  
ACC 610 (3 sh) Managerial Accounting  
BUS 620 (3 sh) Business Ethics  
BUS 630 (3 sh) Business Law  
FIN 640 (3 sh) Financial Markets and Corporate Strategy  
MKT 640 (3 sh) Marketing Management  
BUS 640 (3 sh) Logistics & Operations Management  
MGT 640 (3 sh) Leadership and Organizational Behavior  
MIS 640 (3 sh) Technology for Managerial Decision Making  
BUS 650 (3 sh) Business Analytics  
BUS 660 (3 sh) Entrepreneurship  
BUS 670 (3 sh) Strategic Management

**Undergraduate Programs**

**B. S. in Business Administration:** Business Analytics  
**Minor in Business Analytics**

**BUSINESS SOLUTIONS**

*Prerequisite courses require a grade of C or better.*  
BUS 361 (3 sh) Data Preparation and Analysis with SAS  
BUS 363 (3 sh): Text Mining and Analytics  
BUS 367 (3 sh): Quality Management and Analytics  
BUS 462 (3 sh) Data Reduction and Visualization  
BUS 463 (3 sh) Predictive Modeling I  
BUS 464 (3 sh) Predictive Modeling II  
BUS 465 (3 sh): Predictive Modeling III  
BUS 467 (3 sh): Special Topics in Analytics  
BUS 468 (3 sh) Analytics Case Studies I  
BUS 469 (3 sh) Analytics Case Studies II

**Division of Management Systems**

**B. S. in Business Administration:** Agribusiness  
**B. S. in Business Administration:** Business Management  
**B. S. in Business Administration:** Human Resource Management

All degree program sheets are found at [www.umo.edu](http://www.umo.edu): go to Academics and then to Registrar and click on Degree Sheets.

**AGRIBUSINESS**

*Prerequisite courses require a grade of C or better.*  
AGB 110 (3 sh) Introduction to Agribusiness Economics  
AGE/AGB 115 (2 sh) Issues in Agriculture  
AGB 310 (3 sh) Agribusiness Farm Management  
AGB 320 (3 sh) Advanced Agribusiness Management
AGB 340 (3 sh) Agribusiness Taxation & Estate Planning
AGB 370 (3 sh) Rural Development and Entrepreneurship
AGB 420 (3 sh) Environmental/Natural Resources Economics
AGB 430 (3 sh) Agricultural Futures and Hedging
AGB 483 (3 sh) Senior Research Project
AGB 485 (3 sh) Special Topics in Agribusiness
AGB 493 (3 sh) Internship

BUSINESS ADMINISTRATION
Prerequisite courses require a grade of C or better.
BUS 110 (3 sh) Introduction to Business
BUS 302 (3 sh) Statistics for Behavioral Sciences
BUS 330 (3 sh) Business Ethics
BUS 331 (3 sh) Business Law I
BUS 370 (3 sh) International Business Management
BUS 402 (3 sh) Research Methods and Statistics
BUS 410 (3 sh) Business Policy and Strategy
BUS 483 (3 sh) Senior Research Project
BUS 485 (3 sh) Special Topics

ECONOMICS
Prerequisite courses require a grade of C or better.
ECO 201 (3 sh) Principles of Microeconomics
ECO 202 (3 sh) Principles of Macroeconomics
ECO 300 (3 sh) Microeconomics
ECO 301 (3 sh) Economics for Managers
ECO 310 (3 sh) Money and Banking
ECO 420 (3 sh) Investments

FINANCE
Prerequisite courses require a grade of C or better.
FIN 320 (3 sh) Corporation Finance

HUMAN RESOURCE MANAGEMENT
Prerequisite courses require a grade of C or better.
HRM 322 (3 sh) Human Capital Management
HRM 420 (3 sh) Corporate Training and Development
HRM 425 (3 sh) Compensation Management
HRM 430 (3 sh) Labor Relations
HRM 435 (3 sh) Employee Benefits
HRM 440 (3 sh) Employment Law
HRM 483 (3 sh) Senior Research Project
HRM 485 (3 sh) Special Topics in Human Resource Development
HRM 491 (3 sh) Advanced Seminar in Human Resource Management
HRM 493 (3 sh) Internship

LEADERSHIP
Prerequisite courses require a grade of C or better.
LDR 300 (3 sh) Leadership
LDR 340 (3 sh) Case Studies in Leadership
LDR 360 (3 sh) Leadership through Innovation
LDR 400 (3 sh) Effective Conflict Resolution
LDR 440 (3 sh) Leading Change
LDR 460 (3 sh) Creating Effective Teamwork
LDR 490 (3 sh) Leadership Capstone

MARKETING
Prerequisite courses require a grade of C or better.
MKT 351 (3 sh) Fundamentals of Marketing
MKT 352 (3 sh) Consumer Behavior
MKT 353 (3 sh) Marketing Communications
MKT 355 (3 sh) Principles of Retailing
MKT 358 (3 sh) Sales Management
MKT 403 (3 sh) Marketing Research Methods
MKT 405 (3 sh) Marketing Management
MKT 415 (3 sh) International Marketing
MKT 420 (3 sh) Marketing Problems and Strategy

MANAGEMENT
Prerequisite courses require a grade of C or better.
MGT 311 (3 sh) Fundamentals of Management
MGT 316 (3 sh) Organizational Behavior
MGT 340 (3 sh) Introduction to Management Science
MGT 380 (3 sh) Leadership for Managers
MGT 400 (3 sh) Organizational Development and Change
MGT 405 (3 sh) Global Management Models
MGT 493 (3 sh) Internship
MGT 495 (3 sh) Exploring Long Range Futures

Division of Management Services

B. S. in Business Administration: Accounting
B. S. in Business Administration: Management Information Systems
B. S. in Business Administration: Healthcare Management

All degree program sheets are found at www.umo.edu: go to Academics and then to Registrar and click on Degree Sheets.

ACCOUNTING
Prerequisite courses require a grade of C or better.
ACC 300 (3 sh) Financial Accounting for Managers
ACC 311 (3 sh) Intermediate Accounting I
ACC 312 (3 sh) Intermediate Accounting II
ACC 320 (3 sh) Taxes I
ACC 330 (3 sh) Cost Accounting I
ACC 420 (3 sh) Auditing
ACC 426 (3 sh) Fraud Examination
ACC 430 (3 sh) Governmental and Nonprofit Accounting
ACC 440 (3 sh) Accounting Information Systems
ACC 483 (3 sh) Accounting Research

**MANAGEMENT INFORMATION SYSTEMS**
*Prerequisite courses require a grade of C or better.*
CIS 110 (3 sh) Introduction to Computers
CIS 240 (3 sh) Advanced Spreadsheet Analysis for Business
CIS 300 (3 sh) Management of Information Systems
CIS 310 (3 sh) Systems Analysis and Design
CIS 311 (3 sh) Advanced Productivity Tools
CIS 313 (3 sh) Advanced Business Application Programming
CIS 315 (3 sh) Project Management for Information Systems (Project+)
CIS 321 (3 sh) Spreadsheet Modeling for Decision Making and Business Intelligence
CIS 323 (3 sh) Business Data Communications and Networking
CIS 331 (3 sh) E-Business/E-Commerce
CIS 360 (3 sh) Advanced Business Application Programming
CIS 425 (3 sh) Database Management Systems
CIS 435 (3 sh) Web Design and Development
CIS 455 (3 sh) Cybersecurity
CIS 460 (3 sh) Global, Economic, Social, and Ethical Issues in Computers
CIS 483 (3 sh) Systems Development Project
CIS 485 (3 sh) Special Topics in CIS
CIS 495 (3 sh) Information Resource Management
MIS 300 (3 sh) Management Information Systems
MIS 315 (3 sh) Project Management Information Systems
MIS 331 (3 sh) E-Business/E-Commerce
MIS 347 (3 sh) Internet and Social Media Marketing for Business
MIS 483 (3 sh)

**HEALTHCARE MANAGEMENT**
*Prerequisite courses require a grade of C or better.*
HCM 300 (3 sh) Introduction to the U.S. Healthcare System
HCM 302 (3 sh) Managing Long-term Care
HCM 303 (3 sh) Introduction to Health Insurance and Managed Care
HCM 322 (3 sh) Human Capital Management in Healthcare Organizations
HCM 352 (3 sh) Healthcare Quality Management
HCM 355 (3 sh) Global Health
HCM 401 (3 sh) Statistics
HCM 402 (3 sh) Research Methods
HCM 483 (3 sh) Senior Research Seminar
HCM 493 (3 sh) Internship
SCHOOL OF ARTS AND SCIENCES

The School of Arts and Sciences provides critical and imaginative opportunities in the classroom, as well as opportunities for experiential learning. These opportunities exist to:

- Give students a broad understanding of their fields and their relation to surrounding disciplines,
- Engage students in relevant methodologies and practices, and
- Develop writing skills consistent with research and best practices within their chosen disciplines

Additionally, the school provides real-world opportunities through presentations, exhibits, experiments, demonstrations, festivals, and conferences. Students thus gain competencies that prepare them for employment and for graduate school. They also leave with perspectives, based in the Christian liberal arts tradition, which can lead to lives of creative and intellectual fulfillment.

Division of Agriculture

B.S. in Agriculture Production

Division of Education

- EDUCATION

Degrees with secondary school licensure

B.S. in Agriculture Education
B.S. in Mathematics Education
B.S. in Science Education
B.S. in Social Studies Education
B.S. in Special Education

Degree with elementary school licensure

B. S. in Elementary Education

Degree with Birth-Kindergarten Licensure

B. S. in Early Childhood Education

Degree with K-12 licensure:

B.S. in Music Education and Health/Physical Education

The B.S. in Agriculture Education (Concentration in Outreach and Development Education):

The purpose of this degree concentration is to afford students an opportunity to complete a degree in agriculture with more in-depth study in the field. A student who completes this degree might then be eligible for licensure as a lateral entry teacher.
The Early Childhood Education Program

The B. S. in Early Childhood Education prepares students to work with children from infancy through kindergarten in various learning environments, applying theory to practice. Course work includes child growth and development with a focus on fostering cognitive, social, emotional, physical, and creative skills; curriculum planning; practicum experiences; family and social issues; communication skills; and preschool programs, and administration. Graduates are prepared to plan and implement developmentally appropriate programs in diverse early childhood settings. The department of education offers a degree leading to teacher licensure and one which does not include a teaching license.

All degree program sheets are found at www.umo.edu: go to Academic Programs and then to Registrar and click on Degree Sheets.

EDUCATION

EDU 100 (1 sh) Orientation to American Education      F/S/OL
EDU 101, 102, 201, 202, 301, 302 (1/2 sh each) Professional Studies for Teacher Education:   F/S
EDU 105 (2 sh) Cross-cultural Communications     F/S
EDU 210 (3 sh) Introduction to Education:                F/S/OL
EDU 215 (3 sh) Seminar: PRAXIS I         F/OL
EDU 216 (1 sh) Seminar: PRAXIS I-Reading                      F/S/OL
EDU 217 (1 sh) Seminar: PRAXIS I―Mathematics            F/S/OL
EDU 218 (1 sh) Seminar: PRAXIS I―Writing                  F/S/OL
EDU 250 (3 sh) Education Technology:                     F/S/OL
EDU 255 (3 sh) Creative Activities:                      F/S/OL
EDU/HLH 265 (3 sh) Health, Safety, and Nutrition For Young Children:   F/S/OL
EDU 303 (1 sh) Junior Practicum I                     F
EDU 304 (1 sh) Junior Practicum II                    S
EDU 305: (3 sh) Orientation to the Early Childhood Education Program;   Modular
EDU 312 (3 sh) Careers in Agriculture Education F/S
EDU 316 (3 sh) Student Organizations and Leadership   S
EDU 318 (3 sh) Experiential Learning in Agriculture F
EDU 325 (3 sh) Assessment and Evaluation of Young Children:   Modular
EDU 330 (3 sh) Curriculum and Methods for Infants and Toddlers Modular
EDU 335 (3 sh) Early Childhood Development  Modular
EDU 351 (3 sh) Psychological and Sociological Foundations of Education:  Modular
EDU 360 (3 sh) Curriculum & Methods of Teaching Young Children: Ages 3-5:       Modular
EDU 365 (3 sh) Introduction to Exceptional Children TBA
EDU 370 (3 sh) Exceptional Children in Early Childhood Programs Modular
EDU 375 (3 sh) Teaching Exceptional Learners S/OL
EDU 380 (3 sh), EDU 381 (2 sh), EDU 382 (1 sh) Special Topics TBA
EDU 395 (3 sh) Practicum I Seminar: Infants and Toddlers Modular
EDU 396 (3 sh) Practicum II Seminar: Exc. Children/spec. needs Modular
Division of Human Services

**CRIMINAL JUSTICE AND CRIMINOLOGY**

_Bachelor of Science in Criminal Justice and Criminology_

**Minors**

To minor in criminal justice, the student must take 18 sh of criminal justice courses (12 of which must be at the 300/400 level), with no grade below C in the minor.

To minor in criminology, the student must take 18 sh of criminal justice courses (12 of which must be at the 300/400 level), with no grade below C in the minor.

To minor in sociology, the student must take 18 sh of sociology courses (12 of which must be at the 300/400 level), with no grade below C in the minor.

All degree program sheets are found at [www.umo.edu](http://www.umo.edu): go to Academic Programs and then to Registrar and click on Degree Sheets.

**CRIMINAL JUSTICE**

CJC 210 (3 sh) Introduction to Criminal Justice and Criminology F/S/OL
CJC/SOC 250 (3 sh) Family and Domestic Violence OL
CJC/SOC 295 (3 sh) CJC & Sociology Seminar F/S/OL
CJC/SOC 305 (3 sh) Social Services     OL
CJC 310 (3 sh) Juvenile Justice Systems and Processes     S/OL
CJC 320 (3 sh) Law Enforcement Systems and Processes     F/OL
CJC 330 (3 sh) Court Systems and Processes     F/OL
CJC/SOC 335 (3 sh) Victimology and Advocacy     S/OL
CJC 340 (3 sh) Correctional Systems and Processes     S/OL
CJC/SOC 345 (3 sh) Sociology of Deviance     OL
CJC 350 (3 sh) Criminal Justice Administration     F/OL

**CRIMINAL JUSTICE AND SOCIOLOGY**

CJC/SOC 355 (3 sh) Drugs, Crime and Society     F/OL
CJC/SOC 361 (3 sh) Comparative Justice Systems     F/OL
CJC/SOC 365 (3 sh) Terrorism and Homeland Security     S/OL
CJC 370 (3 sh) Criminal Law and Social Control     F/OL
CJC 380 (3 sh) Criminal Procedure and Individual Rights     S/OL
CJC/SOC 401 (3 sh) Research Methods for Social Sciences     F/OL
CJC/SOC 405 (3 sh) Data Analysis for Social Science Research     S/OL
CJC/SOC 421 (3 sh) Theoretical Perspectives in Social Science     S/OL
CJC/SOC 430 (3 sh) Criminological Theory     F/OL
CJC 450 (3 sh) Special Topics     TBA
CJC/SOC 460 (3 sh) Special Topics     TBA
CJC/SOC 465 (3 sh) Independent Study     TBA
CJC/SOC 475 (3 sh) Field Internship     F/S/OL
CJC/SOC 481 (6 sh) Field Internship     F/S/OL
CJC/SOC 496 (3 sh) Senior Research Project     S/OL

**SOCIOLGY**

SOC 210 (3 sh) Introduction to Sociology:     F/S/OL
SOC 220 (3 sh) Social Stratification     OL
SOC 230 (3 sh) Marriage and the Family:     F/SU/OL
SOC 240 (3 sh) Social Problems:     F/SU/OL
SOC 315 (3 sh) Sociology of Gender:     S/SU/OL
SOC 325 (3 sh) Race and Class:     S/SU/OL
SOC 340 (3 sh) Sociology of Deviance:     F/OL
SOC 380 (3 sh) Sociological Perspectives on Social Psychology:     SU/OL
SOC 410 (3 sh) Social Theory:     S/SU/OL/Modular
SOC 440 (3 sh) Sociological Theory     OL
SOC 470 (3 sh) Special Topics     TBA

**RECREATION AND LEISURE STUDIES**

**B.A. or B.S. in Recreation/Leisure Studies:**
The department offers a degree in Recreation and Leisure Studies with an emphasis in one of the following: Exercise Science, Leisure Service Management, Recreational Therapy, Sports Management, Recreation/
Leisure Studies or Physical Education. The department also offers a Teacher Licensure Degree in Health and Physical Education.

**Bachelor of Applied Science:**
A student who holds an Associate of Applied Science Degree may opt for the general degree in Recreation/Leisure Studies.

**RLS Minor:**
Minimum of 18 sh not including the GER, with no grade below C in the minor. Courses must include RLS 111, 250, 200, and 9 sh from 300/400-level RLS/HLH/PED courses.

**Coaching Minor:**
The Coaching Minor requires a minimum of 21 sh, not including the GER with no grade below a C. Courses in the minor must include RLS 111, PED 310 and 372. A student then must complete either RLS 230-232 or RLS 250. Upon completion of these courses, the student would choose 9 sh from the following: HLH 310, PED 341, 345, 400 or RLS 360, 371 or 415.

All degree program sheets are found at www.umo.edu: go to Academic Programs and then to Registrar and click on Degree Sheets.

**HEALTH**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
</tr>
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<tbody>
<tr>
<td>HLH 110</td>
<td>Focus on Health (GER)</td>
<td>3</td>
<td>F/S/OL</td>
</tr>
<tr>
<td>EDU/HLH 265</td>
<td>Health, Safety, and Nutrition for Young Children</td>
<td>3</td>
<td>F</td>
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<td>HLH 300</td>
<td>School Health Education</td>
<td>3</td>
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<tr>
<td>HLH 312</td>
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<tr>
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<td>Nutrition</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>HLH 410</td>
<td>Methods of Teaching Health Education</td>
<td>3</td>
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**PHYSICAL EDUCATION**

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<tr>
<td>PED 101, 201, 301, 401</td>
<td>Conditioning for Athletes</td>
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<td>PED 102</td>
<td>Golf</td>
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<td>PED 106</td>
<td>Volleyball</td>
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<tr>
<td>PED 119</td>
<td>Badminton</td>
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<tr>
<td>PED 120</td>
<td>Racquetball</td>
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<td>PED 121</td>
<td>Tennis</td>
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<td>PED 141</td>
<td>Introduction to Exercise Science</td>
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<td>PED 180, 181, 182</td>
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<td>PED/PSY 310</td>
<td>Sport Psychology/Sociology of Sport</td>
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<td>PED 340</td>
<td>Motor Learning</td>
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<td>PED 341</td>
<td>Motor Development</td>
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<td>PED 342</td>
<td>Exercise Testing and Prescription</td>
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<td>Exercise Testing and Prescription for Spe. Population</td>
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<td>Strength and Conditioning Techniques</td>
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<td>PED 351</td>
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<td>PED 370</td>
<td>Sport Management:</td>
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<td>PED 372</td>
<td>Coaching:</td>
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<td>PED 374</td>
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<td>PED 375</td>
<td>Kinesiology:</td>
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<td>PED 400</td>
<td>Test and Measurement of Exercise:</td>
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<td>PED 402</td>
<td>Adapted Physical Education:</td>
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**RECREATION/LEISURE STUDIES**

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<td>RLS 111</td>
<td>Foundation of Recreation, Parks, Leisure Services and Physical Education:</td>
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<tr>
<td>RLS 200</td>
<td>Foundations of Recreational Therapy</td>
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<td>RLS 205</td>
<td>Leisure in Society:</td>
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<td>RLS 210</td>
<td>Outdoor Recreation Resources Management:</td>
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<td>RLS 230, 231, 232</td>
<td>Field Training (C):</td>
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<td>RLS 250</td>
<td>Leisure Activities:</td>
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<td>RLS 311</td>
<td>Arts and Crafts Methods:</td>
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<td>RLS 314</td>
<td>Therapeutic Recreation Intervention Strategies:</td>
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<tr>
<td>RLS 310</td>
<td>History and Philosophy of Recreation / Leisure</td>
<td>S</td>
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<td>RLS 320</td>
<td>Program Planning and Leadership:</td>
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<td>RLS 325</td>
<td>Recreational Therapy Interventions and Techniques</td>
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<td>RLS 330</td>
<td>Developing Recreation and Athletic Facilities:</td>
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<td>RLS 340</td>
<td>Trends and Issues in Recreational Therapy:</td>
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<td>RLS 350</td>
<td>RT Leadership &amp; Group Dynamics:</td>
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<td>RLS 360</td>
<td>Recreation/Sports Marketing and Promotion:</td>
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<td>RLS 371</td>
<td>Care and Prevention of Sports Related Injuries:</td>
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<td>RLS 380</td>
<td>1 sh, 381 (1 sh), 382 (1 sh), 383 (2 sh)</td>
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<td>RLS 384</td>
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<td>RLS 400</td>
<td>Research Methods in Recreation and Leisure:</td>
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<td>RLS 410</td>
<td>The Recreation Enterprise- Entrepreneurship:</td>
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<td>RLS 415</td>
<td>Legal Liability in Recreation and Sports:</td>
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<td>RLS 418</td>
<td>Assessment and Evaluation in Recreational Therapy</td>
<td>F</td>
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<td>RLS 420</td>
<td>Management of Recreation / Leisure</td>
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<td>RLS 430</td>
<td>Senior Seminar-Prerequisite to Internship:</td>
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<td>RLS 450</td>
<td>Recreational Therapy Internship:</td>
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<tr>
<td>RLS 499</td>
<td>Internship in Recreation/Leisure Studies (C):</td>
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Division of Humanities

- VISUAL ARTS

**Bachelor of Arts in Art**  
**Bachelor of Science in Graphic Design**  
**Bachelor of Arts in Photography**

**Minor in Art**
To minor in art, a student must complete 21 semester hours with no grade below C in the minor. Required minor courses are ART 115, 121, 122, 221, 222, 252, and 255. Students interested in a minor in art must confer with the department chair to declare an art minor.

**Minor in Graphic Design**
To minor in graphic design, a student must complete 21 semester hours with no grade below C in the minor. Required minor courses are ART 115, 132, 142, 232, 235, 331, and 434. Students interested in a minor in graphic design must confer with the department chair to declare a graphic design minor.

**Minor in Photography**
To minor in photography, a student must complete 21 semester hours with no grade below C in the minor. Required minor courses are ART 142, 235, 241, 254, 335, 345, and 441. Students interested in a minor in photography must confer with the department chair to declare a minor in photography.

All degree program sheets are found at www.umo.edu: go to Academic Programs and then to Registrar and click on Degree Sheets.

**ART**
ART 115 (3 SH) Design Fundamentals  
ART 121 (3 SH) Drawing Fundamentals  
ART 122 (3 SH) Painting  
ART 132 (3 SH) Graphic Design Fundamentals  
ART 142 (3 SH) Photography Fundamentals  
ART 143 (3 SH) Photography Fundamentals for Non-Majors  
ART 175 (3 SH) Printmaking  
ART 185 (3 SH) Sculpture  
ART 195 (3 SH) Arts Administration  
ART 221 (3 SH) Drawing Color and Composition  
ART 222 (3 SH) Painting Color and Composition  
ART 232 (3 SH) Layout & Composition  
ART 241 (3 SH) Advanced Photographic Concepts  
ART 252 (3 SH) Art History  
ART 253 (3 SH) History of Graphic Design
ART 254 (3 SH) History of Photography
ART 255 (3 SH) History of Painting and Drawing
ART 312 (3 SH) Portfolio Development
ART 321 (3 SH) Mixed Media
ART 331 (3 SH) Package Design
ART 333 (3 SH) Design Software Skills
ART 345 (3 SH) Photographic Aesthetics and Techniques
ART 412 (3 SH) Senior Portfolio
ART 422, 423, 424 (3 SH) Fine Arts Studio
ART432 (3 SH) Web Design for Photographers
ART 433 (3 SH) Advanced Graphic Design
ART 434 (3 SH) Web Design
ART 435 (3 SH) Illustration
ART 441 (3 SH) Studio Techniques
ART 442 (3 SH) Advanced Studio Techniques
ART 443 (3 SH) Photography Portfolio

- HISTORY & SOCIAL STUDIES

Bachelor of Arts or Bachelor of Science in History
Bachelor of Science in Social Studies Education
Bachelor of Applied Science: Cognate in History
B.A.S. Degree: Cognate in History

Minors
The department offers minors in history, political science and social studies.

Minor in History
To minor in History, the student must take 18 sh of 300/400-level courses, with no grade below C in the minor.

Minor in Social Studies
To minor in social studies (history and political science) the student must take 18 sh of 300/400-level courses in history and political science with no grade below C in the minor. The department chair must approve courses. Suggested courses include; 2 basic Economics courses, Introduction to Sociology, and an upper level Psychology or Sociology course besides history.

All degree program sheets are found at www.umo.edu: go to Academic Programs and then to Registrar and click on Degree Sheets.

HISTORY
HIS 111, 112 (3 sh each) World Civilization: 111/F/112/S
HIS 200 (3 sh) Contemporary World History Modular/F/S
HIS 202: (3 sh) Environmental History: Developed Regions TBA
HIS 203: (3 sh) Environmental History: Less Developed Regions TBA
HIS 221, 222 (3 sh each) American History I, II: 221/F222/S
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<tr>
<th>Course Code</th>
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<td>HIS 223</td>
<td>Major Issues in U.S. History</td>
<td>F/S</td>
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<td>HIS 240</td>
<td>African American History</td>
<td>S (even)</td>
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<td>HIS 270</td>
<td>Study and Travel</td>
<td>TBA</td>
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<tr>
<td>HIS 300</td>
<td>History: Its Nature and Method</td>
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<td>HIS 302</td>
<td>Environmental History: North Carolina</td>
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<td>HIS 310</td>
<td>North Carolina History</td>
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<td>HIS 311</td>
<td>History of Ancient Greece and Rome</td>
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<td>HIS 312</td>
<td>Medieval Civilization, 476-1350</td>
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<td>HIS 313</td>
<td>Early Modern Europe, 1350–1815</td>
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<td>HIS 314</td>
<td>Modern Europe, 1815 to Present</td>
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<td>HIS 320</td>
<td>The Constitution of the United States</td>
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<td>HIS 321</td>
<td>The United States Foundations of the Republic</td>
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<td>The Civil War and Reconstruction</td>
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<td>HIS/REL 327</td>
<td>History of Religion in America</td>
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<td>HIS 328</td>
<td>Early Modern U.S., 1815-1920</td>
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<td>Modern U.S., 1920 to the Present</td>
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<td>American Military History</td>
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<td>HIS 340</td>
<td>Women in History</td>
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<td>HIS 355</td>
<td>History of World Religions</td>
<td>F (even)/OL/Modular</td>
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<td>HIS 401</td>
<td>History Internship I</td>
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<td>HIS 402</td>
<td>History Internship II</td>
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<td>HIS 420</td>
<td>Asian History</td>
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<td>History of Latin America</td>
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<td>HIS/REL 425</td>
<td>History of Christianity</td>
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<td>HIS 440</td>
<td>History of Africa</td>
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<td>HIS 450</td>
<td>History of the Islamic World</td>
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<td>HIS 451</td>
<td>The American South</td>
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<td>HIS 452</td>
<td>The American West</td>
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<td>HIS 460</td>
<td>The Vietnam War</td>
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<td>HIS 480</td>
<td>History Research Seminar</td>
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<td>HIS 481-486</td>
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<td>PLS 110</td>
<td>American Government</td>
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**POLITICAL SCIENCE**

**LANGUAGE AND LITERATURE**

*Bachelor of Arts in English*

*Bachelor of Arts in English Education*

**Minors**

The department offers minors in Creative Writing, English, Technical and Professional Communication and Spanish. *These courses are above and beyond the GER requirement and may not be double counted.*
**Minor in Creative Writing**

To earn a minor in creative writing a student should take the following courses: ENG 255 Creative Writing; ENG 261 Reviewing; ENG 455 Advanced Poetry Writing; ENG 456 Advanced Fiction Writing; ENG 457 Literary Forms. Additionally students should take six hours of literature courses at the 3–400 level. A special topics course in creative writing (ENG 485) may be substituted for any of the courses required with the permission of the creative writing faculty. At least 50% of the courses must be taken at the University of Mount Olive.

**Minor in English**

24 semester hours in addition to the ENG 111 and 112 Course must be approved by the department chair and include at least one course in British and American literature and a writing course. At least 50% of the courses must be taken at the University of Mount Olive.

**Minor in Spanish**

21 semester hours including 9 semester hours at the 300 level or above. At least 50% of the courses must be taken at the University of Mount Olive.

**Technical and Professional Communication Certificate**

The following four courses (12 sh.) are required to earn a certificate in Technical and Professional Communication. The student must receive a C or better in each of the four courses. All TPC courses have ENG 112 as a prerequisite.

- ENG 241 (3 sh.): Public Speaking
- ENG 250 (3 sh.): Business Communication
- ENG 310 (3 sh.): Advanced Composition
- ENG 312 (3 sh.): Technical Writing

All degree program sheets are found at www.umo.edu: go to Academic Programs and then to Registrar and click on Degree Sheets.

**COMMUNICATION**

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<td>ENG 109</td>
<td>Review of Academic Reading and Writing</td>
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<td>ENG 110</td>
<td>Fundamentals of English</td>
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<td>ENG 111</td>
<td>Composition I</td>
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<td>ENG 112</td>
<td>Composition II</td>
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<td>ENG 210</td>
<td>Introduction to Theatre</td>
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<td>ENG 241</td>
<td>Public Speaking</td>
<td>F/S</td>
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<td>ENG/BUS 250</td>
<td>Business Communication</td>
<td>F/S/OL</td>
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<td>ENG 255</td>
<td>Creative Writing and Literary Forms</td>
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<td>ENG 260</td>
<td>Introduction to Mass Media</td>
<td>F</td>
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<tr>
<td>ENG 261</td>
<td>Reviewing</td>
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<td>ENG 271</td>
<td>Introduction to Language Studies</td>
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<td>ENG 281</td>
<td>Study and Travel</td>
<td>TBA</td>
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<tr>
<td>ENG 310</td>
<td>Advanced Composition</td>
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ENG 312 (3 sh) Technical Writing: S/OL
ENG 320 (3 sh) Grammar: F (even)
ENG 360 (3 sh) Principles of Reporting and Editing: F (even)
ENG 380 (3 sh) Research Methodology: S
ENG 455 (3 sh) Advanced Poetry Writing: S (odd)
ENG 456 (3 sh) Advanced Fiction Writing: S (even)
ENG 485 (3 sh) Special Topics in Creative Writing: TBA
COE 491, 492 (1 sh, 2 sh); 493–496 (3 sh each) Co-op Work Experience TBA

**LITERATURE**

ENG 223 (3 sh) Perspectives in British Literature: F/S/OL
ENG 233 (3 sh) Perspectives in American Literature F/S/OL
ENG 253 (3 sh) Perspectives in World Literature: F/S/OL
ENG 243 (3 sh) Perspectives in African-American Literature: F (odd)
ENG 300 (3 sh) Mythology, Fantasy, and Science Fiction: S (even)
ENG 301 (3 sh) Introduction to Poetry: F (odd)
ENG 302 (3 sh) Introduction to Literary Prose F (odd)
ENG 330 (3 sh) Early American and Colonial Literature S (odd)
ENG 335 (3 sh) Southern Literature: S (odd)
ENG 341 (3 sh) Special Topics in Popular Genres: S (odd)/OL
ENG 345 (3 sh) American Modern and Contemporary Literature: S (odd)
ENG 346 (3 sh) Immigrant Literature: F (even)
ENG 351 (3 sh) Studies in Drama: F (odd)
ENG 420 (3 sh) Early English and Medieval Literature: F (odd)
ENG 421 (3 sh) Shakespeare and the Renaissance Period: S
ENG 422 (3 sh) British Lit of the 17th century and enlightenment S (odd)
ENG 423 (3 sh) British Lit of the 19th century and enlightenment S (even)
ENG 433 (3 sh) American Renaissance and Realist Literature: F (even)
ENG 435 (3 sh) Multicultural American Literature S (even)
ENG 457 (3 sh) Literary Forms: S (odd)
ENG 460 (3 sh) Children’s Literature F (even)
ENG 475 (3 sh) Literature for High School: S (even)
ENG 480 (3 sh) Special Topics Seminar: TBA
ENG 481 (3 sh) Senior Thesis/Portfolio: F

**FOREIGN LANGUAGES—FRENCH/LATIN/SPANISH**

FRE 111 (3 sh) Elementary French I: F
FRE 112 (3 sh) Elementary French II: S
FRE 211 (3 sh) Intermediate French I: F
FRE 212 (3 sh) Intermediate French II: S
FRE 306 (3 sh) Review of Grammar: TBA
FRE 308 (3 sh) Conversation: TBA
FRE 320 (3 sh) Major French Writers: TBA
FRE 330 (3 sh) French and Francophone Cultures: TBA
FRE 400 (3 sh) Special Topics TBA
FRE 480 (3 sh) Special Topics TBA
LAT 111, 112 (3 sh each) Elementary Latin I, and II: F/S
LAT 211 (3 sh) Intermediate Latin I: F
LAT 212 (3 sh) Intermediate Latin II: S
LAT 213, 214, 215 (1 sh each) Translating Classical Latin I, II, and III: TBA
SPA 111 (3 sh) Elementary Spanish I: F
SPA 112 (3 sh) Elementary Spanish II: S
SPA 116 (3 sh) Everyday Spanish: Modular
SPA 120 (3 sh) Introduction to Spanish for Business: S (Even)
SPA 125 (3 sh) Introduction to Spanish for Criminal Justice: F (Odd)
SPA 211 (3 sh) Intermediate Spanish I: F
SPA 212 (3 sh) Intermediate Spanish II: S
SPA 306 (3 sh) Review of Grammar: TBA
SPA 308 (3 sh) Conversation: TBA
SPA 311 (3 sh) Survey of Spanish Literature Through the Golden Age: TBA
SPA 312 (3 sh) Survey of Spanish Literature, 1700 to Present: TBA
SPA 320 (3 sh) Major Spanish-American Writers: TBA
SPA 330 (3 sh) Spanish Civilization: TBA
SPA 400 (3 sh) Special Topics: TBA

**MUSIC**

*B.S. Degree in Performance: Voice Concentration*

*B.S. Degree in Performance: Piano Concentration*

*B.S. Degree in Performance: Instrumental Concentration*

*B.S. Degree in Performance: Sacred Music Concentration*

*B.S. in Music Education*

**Minor in Music**

To minor in music, a student must complete 28 sh as follows, with no grade below C in the minor. MUS 120, 121, 122, 123, 220, 250, 322, 352, and 6 sh of MUS applied electives (at least 2 sh in applied lessons).

All degree program sheets are found at www.umo.edu: go to Academic Programs and then to Registrar and click on Degree Sheets.

**MUSIC**

MUS 119 (3 sh) Introduction to Music Theory: F/S
MUS 120–121 (3 sh each) Music Theory I & II: 120/F/121/S
MUS 122–123 (2 sh each) Sight singing and Ear Training I and II: 122/F/123/S
MUS 140 (1 sh each) Concert Choir: F/S
MUS 142 (1 sh) Symphonic Band: F/S
MUS 146 (1 sh) Vocal Ensemble: Sec. 1= Chamber Choir, Sec. 2=Free Spirit: F/S
MUS 151 (1 sh) Mount Olive College Percussion Ensemble: F/S
MUS 152 (1 sh) Chamber Ensemble: F/S
MUS 153 (1 sh) Mount Olive College Strings: F/S
MUS 160 Mount Olive College Jazz Band (1 sh) F/S
MUS 165 Trojan Pep Band (1 sh) S
<table>
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<tr>
<td>MUS 175</td>
<td>Introduction to Music Education</td>
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<tr>
<td>MUS 220, 221</td>
<td>Music Theory III &amp; IV</td>
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<td>MUS 235</td>
<td>Diction for Singers</td>
<td>3</td>
<td>F</td>
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<td>MUS 250</td>
<td>Music Appreciation</td>
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<td>F/S/OL</td>
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<td>MUS 251</td>
<td>Introduction to Opera</td>
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<td>MUS 252</td>
<td>World Music</td>
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<tr>
<td>MUS 253</td>
<td>Introduction to Film Scores</td>
<td>3</td>
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<tr>
<td>MUS 254</td>
<td>American Popular Music</td>
<td>3</td>
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<tr>
<td>MUS 260</td>
<td>Introduction to Music Technology</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>MUS 319</td>
<td>Contents &amp; Methods of Teaching Elementary Music (non-music Majors)</td>
<td>3</td>
<td>S</td>
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<tr>
<td>MUS 321</td>
<td>Form and Analysis</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>MUS 322</td>
<td>Conducting I</td>
<td>2</td>
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<tr>
<td>MUS 323</td>
<td>Conducting II</td>
<td>3</td>
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<td>MUS 324</td>
<td>Orchestration</td>
<td>3</td>
<td>F</td>
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<tr>
<td>MUS 344</td>
<td>Elementary Music Education (Music Majors)</td>
<td>3</td>
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<tr>
<td>MUS 345</td>
<td>Secondary Music Methods</td>
<td>3</td>
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<tr>
<td>MUS 350</td>
<td>Music History I</td>
<td>3</td>
<td>F</td>
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<tr>
<td>MUS 351</td>
<td>Music History II</td>
<td>3</td>
<td>S</td>
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<tr>
<td>MUS/REL 360</td>
<td>History and Philosophy of Church Music</td>
<td>3</td>
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<tr>
<td>MUS 370</td>
<td>Voice Pedagogy and Literature</td>
<td>3</td>
<td>S</td>
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<tr>
<td>MUS 371</td>
<td>Piano Pedagogy and Literature</td>
<td>3</td>
<td>F (even)</td>
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<tr>
<td>MUS 372</td>
<td>Music Curriculum Design and Evaluation</td>
<td>3</td>
<td>F (even)</td>
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<tr>
<td>MUS 374</td>
<td>Music Methods and Materials</td>
<td>3</td>
<td>S (even)</td>
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<tr>
<td>MUS 376</td>
<td>Choral Methods</td>
<td>3</td>
<td>S (odd)</td>
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<td>MUS 377</td>
<td>Instrumental Methods</td>
<td>3</td>
<td>S (odd)</td>
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<td>MUS 378</td>
<td>Marching Band Methods</td>
<td>3</td>
<td>F (odd)</td>
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<td>MUS 420</td>
<td>Composition and Arranging</td>
<td>3</td>
<td>S (even)</td>
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<tr>
<td>MUS 450</td>
<td>Theory of Church Music Administration</td>
<td>3</td>
<td>F (odd)</td>
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<tr>
<td>MUS 465</td>
<td>Senior Conducting Recital</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>MUS 466</td>
<td>Music Internship</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>MUSA 230</td>
<td>Woodwind Methods</td>
<td>1</td>
<td>S (even)</td>
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<tr>
<td>MUSG 230</td>
<td>Brass Methods</td>
<td>1</td>
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<tr>
<td>MUSK 230</td>
<td>String Methods</td>
<td>1</td>
<td>F (even)</td>
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<td>MUSR 230</td>
<td>Percussion Methods</td>
<td>1</td>
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<tr>
<td>MUSN 131</td>
<td>Guitar Class—Level 1</td>
<td>1</td>
<td>F/S</td>
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<tr>
<td>MUSN 132</td>
<td>Guitar Class—Level 2</td>
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<td>F/S</td>
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<tr>
<td>MUSP 131</td>
<td>Piano Class</td>
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<td>F/S</td>
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<tr>
<td>MUSV 131-132</td>
<td>(1 sh each) Voice Class</td>
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<td>MUS(X) 130</td>
<td>Applied Music-Minor Concentration (Freshman-Sophomore)</td>
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<td>The “X” will be replaced by the applied instrument or voice as listed below.</td>
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<td>Applied Music-Minor Concentration (Junior-Senior)</td>
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<td>MUS(X) 135</td>
<td>Applied Music-Major Concentration (Freshman-Sophomore)</td>
<td>3</td>
<td>F/S</td>
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<td>MUS(X) 335</td>
<td>Applied Music-Major Concentration (Junior-Senior)</td>
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<td>F/S</td>
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</table>
RELIGION

Bachelor of Arts in Religion
Bachelor of Science in Religion
Bachelor of Applied Science Cognate in Religion
Modular Religion Major: B.A. or B.S. in Religion

Minor in Religious Education
Minor in Religion

All degree program sheets are found at www.umo.edu: go to Academic Programs and then to Registrar and click on Degree Sheets.

General Education Requirements in Religion:
REL 111, 112, 200, 205, 215, 220 or 225 is taken to meet the University’s GER.

RELIGION

REL 111 (3 sh) Introduction to the Old Testament: F/S/OL/Modular
REL 112 (3 sh) Introduction to the New Testament: F/S/OL/Modular
REL 205 (3 sh) Women in the Bible: F (odd)
REL 215 (3 sh) Introduction to the Bible: Modular
REL 220 (3 sh) Introduction to the Study of Religion F/Modular
REL 225 (3 sh) Introduction to Spirituality S/Modular
REL 280 (3 sh) Study and Travel: TBA
REL 290 (3 sh) Special Topics Seminar: TBA
REL 301 (3 sh) Introduction to Christian Education: S (even)
REL 302 (3 sh) Introduction to Christian Public Worship: F (odd)
REL 310 (3 sh) Hebrew Prophets: F (even)/Modular
REL 315 (3 sh) The Life and Letters of Paul: F (odd)/Modular
REL 321 (3 sh) The OFWB Theology: OL
REL/HIS 327 (3 sh) History of Religion in America: S (odd)
REL 340 (3 sh) Sermon Preparation and Delivery: F (even))/OL/Modular
REL 342 (3 sh) Church Leadership: F (even))/OL/Modular
REL 350 (3 sh) Spiritual Formation: S (odd)/Modular
REL 351 (3 sh) Devotional Classics: S (even)
REL/MUS 360 (3 sh) History and Philosophy of Church Music: S (odd)
REL 380 (3 sh) Special Topics TBA
REL 390, 391, 392, 393 (1 sh each) REL 394, 395 (2 sh each) TBA
REL 396 (3 sh) Supervised Ministry: TBA
REL 410 (3 sh) The Life and Teaching of Jesus: S (even)/Modular
REL 420 (3 sh) Essentials of Biblical Greek: Modular
REL/HIS 421 (3 sh) History of Christianity I F (odd)/Modular
REL/HIS 422 (3 sh) History of Christianity II S (even)/Modular
REL 435 (3 sh) Faith Formation: F (even)
REL 450 (3 sh) Congregational Ministries: Modular
REL 462 (3 sh) Senior Research Project Part I: F/S/Modular
REL 463 (3 sh) Senior Research Project Part II: F/S/Modular
REL 480 (3 sh) Special Topics Seminar: TBA
REL 490 (4 sh) Practicum in Ministry: TBA

GREEK
GRE 111 (3 sh) GRE 112 (3 sh) Elementary Greek: F (odd)/S (even)
GRE 211 (3 sh) GRE 212(3 sh) Intermediate Greek: F (even)/S (odd)

HEBREW
HEB 111 (3 sh) HEB 112 (3 sh) Beginning Hebrew: F (even)/S (odd)
HEB 211(3 sh) HEB 212(3 sh) Intermediate Hebrew: F (even)/S (odd)

PHILOSOPHY
PHI 201 (3 sh) Introduction to Philosophy: S (odd)/Modular
PHI 210 (3 sh) Critical Thinking: TBA
PHI 220 (3 sh) Contemporary Moral Problems: TBA

Division of Nursing

Bachelor of Science in Nursing

RN to BSN
Applicants to this nursing major must hold an active unencumbered RN license that allows them to practice nursing in the state of North Carolina. A transfer exception has been for the RN to BSN students for their Associate Degree in Nursing courses relevant to the degree.

Associate of Science Degree in Health Science
Through a transfer agreement between the University of Mount Olive and Watts School of Nursing, a student can graduate with an associate of science degree in health sciences from the University of Mount Olive and complete the diploma nursing requirements at Watts School of Nursing to apply for the NCLEX-RN exam for licensure as a registered nurse. The agreement provides students with instruction from two academic institutions, a liberal arts university and the oldest diploma nursing program in the state of North Carolina. Students will complete the general education requirements at the University of Mount Olive and the nursing requirements at Watts School of Nursing.
NURSING

NUR 300 (3 sh): Transition to Baccalaureate Nursing
NUR 301 (1 sh): NUR 302 (2 sh), NUR 303 (3 sh) Special Topics in Nursing
NUR 304 (1 sh): Transition to Baccalaureate Nursing
NUR 305 (3 sh): Clinical Nutrition
NUR 310 (3 sh): Introduction to the U.S. Health Care System
NUR 315 (3 sh): Perspectives of U.S. Healthcare in Diverse and Underserved Populations
NUR 320 (3 sh): Introduction to Nursing Leadership
NUR 325 (3 sh): Compassion, Bioethics, and Spiritual Care
NUR 330 (3 sh): Law and Ethics for Health Care Professionals
NUR 335 (3 sh): Gerontology and Palliative Care
NUR 340 (3 sh): Transcultural and Global Nursing
NUR 345 (3 sh): Alternative Medicine and Healing Therapies
NUR 350 (3 sh): Global Healthcare
NUR 355 (3 sh): Integrative Naturopathic Clinical Nutrition
NUR 360 (3 sh): Health Policy and Issues in Nursing
NUR 400 (3 sh): Applied Statistics for Healthcare Professionals
NUR 401 (1 sh): NUR 402 (2 sh), NUR 403 (3 sh) Special Topics in Nursing
NUR 410 (4 sh): Nursing Research
NUR 420 (3 sh): Introduction to Evidence–Based Practice
NUR 430 (3 sh): Health Policy and Issues

NUR 440 (3 sh): Community Health Nursing
NUR 445 (2 sh): Nursing Professional Development
NUR 450 (3 sh): Acute Patient Care Nursing Management Strategies
NUR 455 (3 sh): Nursing Theory
NUR 460 (6sh): Evidence Based Practice Capstone
NUR 465 (3 sh): Applied Statistics for Nursing
NUR 470 (3 sh): Nursing Theory
NUR 475 (3 sh): Introduction to Evidence Based Practice
NUR 480 (3 sh): Professional Role Development
NUR 485 (3 sh): Introduction to Nursing Research
NUR 495 (3 sh): Evidence Based Practice Project Proposal

Division of Pure And Applied Sciences

- **PSYCHOLOGY**

  *Bachelor of Science in Psychology*
  *Bachelor of Arts: Psychology*

  **Minor in Psychology**
  To minor in psychology, the student must take 18 sh as follows, with no grade below C in the minor.
Required courses in Psychology: (12 sh) PSY 240, 420 and choice of either 370 or 460; Psychology Electives: (9 sh - courses must be 300 or 400 level)

All degree program sheets are found at www.umo.edu: go to Academic Programs and then to Registrar and click on Degree Sheets.

PSYCHOLOGY

PSY 100 (3 sh) Introduction to Psychology: F/S/OL
PSY 107 (1 sh) Orientation for the Psychology Major: Session 1
PSY 200 (3 sh) Interpersonal Relations: S/OL
PSY 201 (3 sh) Special Topics in Psychology: F (even)/OL
PSY 207 (1 sh) Orientation for the Psychology Major: Session 2
PSY 240 (3 sh) Lifespan Development: F
PSY 250 (3 sh) Social Psychology
PSY 280 (3 sh) Cognitive Psychology
PSY 305 (3 sh) Forensic Psychology: S (even)
PSY 307 (1 sh) Orientation for the Psychology Major: Session 3
PSY 309 (3 sh) Psychology of Sexuality: S
PSY 323 (3 sh) Research Methods
PSY 331 (3 sh) Development in Infancy and Childhood: S (even)/OL
PSY 335 (3 sh) Theories of Personality and Counseling
PSY 350 (3 sh) Psychological Assessment: F (odd)
PSY 355 (3 sh) Abnormal Psychology
PSY 375 (3 sh) Addictions-Theory and Intervention: S (even)
PSY 472 (3 sh) Clinical Counseling and Internship Preparation
PSY 473 (3 sh) Clinical Internship
PSY 475 (3 sh) Research Assistantship: F/S
PSY 478 (3 sh) Research Internship Preparation
PSY 475 (3 sh) Research Assistantship
PSY 479 (3 sh) Research Internship
PSY 485 (3 sh) Special Topics in Psychology: F/S
PSY 495 (3 sh) Psychology Capstone Seminar: F

MATHEMATICS

Bachelor of Science in Mathematics Education
Bachelor of Arts or Bachelor of Science in Mathematics

Minor in Mathematics

Minimum of 21 sh, not including the GER, with no grade below C in the minor. Courses must include MAT 255 and MAT 256; a minimum of 15 sh from other mathematics courses 200-level or higher.

MATHEMATICS

MAT 110 (3 sh) Intermediate Algebra: F
MAT 115 (3 sh) Foundations of Numbers and Operations: F
MAT 120 (3 sh) College Algebra: F/S/OL
MAT 121 (3 sh) Contemporary College Mathematics: S/Modular
MAT 125 (3 sh) Concepts of Probability and Geometry: S
MAT 140 (3 sh) Pre-calculus: F/S
MAT 240 (3 sh) Statistical Methods: F/S
MAT 255 (3 sh) Calculus I: F/S
MAT 255L (1 sh) Calculus I for Pre-Engineering Laboratory: F
MAT 256 (3 sh) Calculus II: S
MAT 256L (1 sh) Calculus II for Pre-Engineering Laboratory: S
MAT 300 (3 sh) Discrete Mathematics: F (odd)
MAT 310 (3 sh) Foundations of Higher Mathematics: S (even)
MAT 315 (3 sh) Topics and Technology in High School Mathematics: S
MAT 320 (3 sh) Linear Algebra: F (even)
MAT 321 (3 sh) Modern Algebra: S (odd)
MAT 330 (3 sh) Applied Differential Equations: F (even)
MAT 355 (3 sh) Calculus III: F
MAT 360 (3 sh) Advanced Calculus: S
MAT 400 (3 sh) Advanced Probability and Statistics: S (odd)
MAT 410 (3 sh) Elements of Modern Geometry: F (odd)
MAT 420 (3 sh) Mathematical Modeling and Data Analysis S (even)
MAT 450 (3 sh) Topics in Applied Mathematics: S (odd)
MAT 451 (3 sh) Topics in Pure Mathematics: S (even)
MAT 490 (2 sh) Research Methods in Mathematics S
• BIOLOGICAL AND PHYSICAL SCIENCES

Bachelor of Arts or Bachelor of Science in Biology
Bachelor of Arts or Bachelor of Science in Chemistry
General Chemistry Concentration
Biochemistry Concentration

Minors
A minor in biology, chemistry, environmental science, mathematics, or physics, combined with a major in another field, helps to prepare students for graduate or professional school as well as for a variety of vocations.

Minor in Biology
Minimum of 20 sh, not including the GER, with no grade below C in the minor. BIO 315 required.

Minor in Environmental Science
Minimum of 20 sh, not including the GER, with no grade below C in the minor. Environmental Science Core (20 sh)

Minor in Chemistry
Minimum of 20 sh, not including GER, with no grade below C in the minor.

Minor in Physics
Minimum of 20 sh, not including GER, with no grade below C in the minor. Must include PHY 310 and 410 or equivalent

All degree program sheets are found at www.moc.edu: go to Academic Programs and then to Registrar and click on Degree Sheets.

BIOLOGY

BIO 100(3 sh) Introduction to Biology F/S/OL
BIO 100L (1 sh) Introduction to Biology Lab F/S/OL
BIO 115 (3 sh) Introduction to Biotechnology F/S/OL
BIO 120 (3 sh) Principles of Biology I F/S/OL
BIO 120L (1 sh) Principles of Biology I Lab F/S
BIO 121 (3 sh) Principles of Biology II S
BIO 121L (1 sh) Principles of Biology II Lab S
BIO 205/205L (3 sh, 1 sh): Survey of Human Anatomy and Physiology F/S
BIO 220 (3 sh)/BIO220 L (1 sh) Ecology S
BIO 230 (3 or 4 sh) General Botany F
BIO 240 (3 or 4 sh) General Zoology F
BIO 245 (3 sh) Molecular Biology of the Cell F
BIO 251 (3 sh) Human Anatomy and Physiology I F
BIO 251L (1 sh) Human Anatomy and Physiology I Lab F
BIO 252 (3 or 4 sh) Human Anatomy and Physiology II S
BIO 252L (1 sh) Human Anatomy and Physiology II Lab F
BIO 253 (4 sh) Anatomy and Physiology F/S
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<td>BIO 255</td>
<td>(3 sh) Genetics</td>
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<td>BIO 260</td>
<td>(3 sh) Microbiology</td>
<td>S</td>
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<tr>
<td>BIO 260L</td>
<td>(1 sh) Microbiology Lab</td>
<td>S</td>
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<tr>
<td>BIO 270</td>
<td>(3 sh) Vertebrate Biology and Physiology</td>
<td>F</td>
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<tr>
<td>BIO 305</td>
<td>Neurobiology</td>
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<tr>
<td>BIO 315</td>
<td>(4 sh) Research Methods</td>
<td>S</td>
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<tr>
<td>BIO 355/355L</td>
<td>(4 sh) Developmental Biology</td>
<td>F (even)</td>
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<tr>
<td>BIO 365</td>
<td>(3 sh) Principles of Biodiversity</td>
<td>F</td>
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<tr>
<td>BIO 380</td>
<td>(3 sh) and BIO 381 (4 sh) Special Topics</td>
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<td>BIO 410</td>
<td>(3 sh) Cell Biology</td>
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<td>BIO 410L</td>
<td>(1 sh) Cell Biology Lab</td>
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<td>BIO 425</td>
<td>(3 sh) Animal Behavior</td>
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<td>BIO 445</td>
<td>(3 sh) Introduction to Immunology</td>
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<td>BIO 455</td>
<td>(3 sh) Medical Microbiology</td>
<td>F</td>
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<td>BIO 450</td>
<td>(3 sh) Neurobiology</td>
<td>F</td>
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<td>BIO 455</td>
<td>(3 sh) Medical Microbiology</td>
<td>F</td>
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<td>BIO/EES 460</td>
<td>(3 sh) Senior Research and Seminar I</td>
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<td>(4 sh) Senior Research and Seminar</td>
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<td>BIO 470, 471, 472</td>
<td>(1 sh, 2 sh, 3 sh) Senior Research and Seminar II, III, IV</td>
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<td>BIO 480</td>
<td>(3 sh) Special Topics</td>
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<td>(4 sh), 492 (5 sh), 493 (6 sh) Internship</td>
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**CHEMISTRY**

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<td>CHE 111</td>
<td>(3 sh) General, Organic, and Biochemistry</td>
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<td>CHE 221, 222</td>
<td>(4 sh each) General Chemistry</td>
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<td>CHE 310</td>
<td>(3 sh) Environmental Chemistry</td>
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<td>CHE 320</td>
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<td>CHE 331, 332</td>
<td>(4 sh each) Organic Chemistry</td>
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<td>CHE 420</td>
<td>(3 sh) Biochemistry</td>
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<td>CHE 420L</td>
<td>(1 sh) Biochemistry Laboratory</td>
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<td>CHE 421</td>
<td>(4 sh) Physical Chemistry I</td>
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<td>(4 sh) Physical Chemistry II</td>
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<td>CHE 425</td>
<td>(3 sh) Biochemistry II</td>
<td>S</td>
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<tr>
<td>CHE 425L</td>
<td>(1 sh) Biochemistry II Laboratory</td>
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<tr>
<td>CHE 431</td>
<td>(3 sh) Inorganic Chemistry</td>
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<td>CHE 431 L</td>
<td>(1 sh) Inorganic Chemistry Laboratory</td>
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<td>(1 sh), 462 (2 sh), and 463 (3 sh) Senior Research And Seminar I, II, III</td>
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<td>CHE 470</td>
<td>(3 sh) Special Topics in Chemistry</td>
<td>F/S</td>
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<td>CHE 490</td>
<td>(3 sh) Chemistry Internship</td>
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**ENVIRONMENTAL AND EARTH SCIENCES**

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<td>(3 sh) Introduction to Environmental Science</td>
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<tr>
<td>EES 110L</td>
<td>(1 sh) Introduction to Environmental Science Lab</td>
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<tr>
<td>EES 120</td>
<td>(3 sh) Physical Geology</td>
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<tr>
<td>EES 120L</td>
<td>Physical Geology Laboratory</td>
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<td>EES 220</td>
<td>Physical Oceanography</td>
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<td>EES 320</td>
<td>Energy and the Environment</td>
<td>4</td>
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<td>EES 330</td>
<td>Environmental Geology</td>
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<tr>
<td>EES/AGE 360</td>
<td>Soil Science</td>
<td>4</td>
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<tr>
<td>BIO/EES 440</td>
<td>Limnology</td>
<td>4</td>
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<tr>
<td>EES 470</td>
<td>Environmental Geology</td>
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**PHYSICS**

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<td>PHY 110</td>
<td>Physics for Non-Majors with Laboratory</td>
<td>4</td>
<td>F/S</td>
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<tr>
<td>PHY 130</td>
<td>Introduction to Astronomy</td>
<td>3</td>
<td>F/S/OL</td>
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<tr>
<td>PHY 130L</td>
<td>Introduction to Astronomy Laboratory</td>
<td>1</td>
<td>F/S/OL</td>
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<tr>
<td>PHY 221</td>
<td>General College Physics I</td>
<td>4</td>
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<td>PHY 222</td>
<td>General College Physics II</td>
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<td>PHY 310</td>
<td>Classical Mechanics</td>
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<td>PHY 320</td>
<td>Fluid Mechanics</td>
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<tr>
<td>PHY 330</td>
<td>Heat Transfer</td>
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<td>F (even)</td>
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<tr>
<td>PHY 331</td>
<td>University Physics I</td>
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<tr>
<td>PHY 332</td>
<td>University Physics II</td>
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<td>PHY 350</td>
<td>Radiation Physics I</td>
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<td>F (even)</td>
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<tr>
<td>PHY 351</td>
<td>Radiation Physics II</td>
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<td>S (odd)</td>
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<td>PHY 400</td>
<td>Electricity and Magnetism</td>
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<td>S (alt. odd)</td>
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<tr>
<td>PHY 410</td>
<td>Introduction to Modern Physics</td>
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<td>F (alt. odd)</td>
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<tr>
<td>PHY 450</td>
<td>Special Topics in Physics</td>
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<td>F/S</td>
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**SCIENCE**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>SCI 101</td>
<td>General Science Laboratory</td>
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<td>TBA</td>
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<td>SCI 102</td>
<td>Interdisciplinary Science</td>
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<td>F/S/OL</td>
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<td>SCI 110</td>
<td>Physical Sciences for Education Majors</td>
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<td>SCI 212</td>
<td>Science and Society</td>
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<td>F/S</td>
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<td>SCI 360</td>
<td>Investigations in Physical and Earth Sciences For Education Majors</td>
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<td>SCI 365</td>
<td>Investigations in Life and Environmental Science For Education Majors</td>
<td>4</td>
<td>F</td>
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Sugg, Jennifer B., Assistant Professor of Nursing, B.S.N., East Carolina University; M.S., Walden University

Talukdar, Mohammed, Associate Professor of Accounting, Ph.D., B.A., World Education Services, The City University, London

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Yonkers, Tyanna L., Professor of Religion, B.A., Hood College; M.Div., Southeastern Baptist Theological Seminary; D.Min, Baptist Theological Seminary at Richmond; Ph.D., Catholic University of America
Faculty Emeriti
Barefoot, Gary F., Director of Library Services, A.A., Mount Olive College; B.A., M.L.S., University of North Carolina-Chapel Hill

Bennett, Elizabeth S., Professor of Art, B.A., Winthrop College; M.A., East Carolina University

Brown, Clinton L., Professor of Science Education, B.S., Mars Hill College; M.A., Western Carolina University; Ph.D., North Carolina State University

Brown, Willis A., Jr., Associate Professor of Biology, B.S., Louisiana College; M.S., Louisiana Polytechnic University

Carter, Sharon E., Professor of Recreation/Leisure Studies, B.S., Appalachian State University; M.S., California State University Northridge; Ed.D., North Carolina State University

*Coats, James A., Professor of Business, B.G.S., University of Nebraska/Omaha; M.B.A., Pacific Lutheran University; M.A., Central Michigan University; Ed.D., North Carolina State University

*Council, Mildred S., B.S., M.A., Appalachian State Teachers College

Dilda, Kenneth W., Associate Professor of History, B.A., M.A., East Carolina University

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*Martin, Lorelle F., Professor of Science, A.B., Greensboro College; M.A., East Carolina University

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*Deceased
UNDERGRADUATE COURSE DESCRIPTIONS

ACC 300 (3 sh) Financial Accounting for Managers
This course examines accounting concepts, accounting cycle, assets, liabilities, equity, financial statements, accounting analysis and selected topics in managerial accounting.

ACC 311 (3 sh) Intermediate Accounting I
This course focuses on application of financial theory to account evaluation, analysis of working capital, and determination of net income. Also included are a study of present value concepts, short-, intermediate-, and long-term obligations; and investments. Prerequisite: ACC 300.

ACC 312 (3 sh) Intermediate Accounting II
This course is a continuation of ACC 311 that include the following topics: long-term assets, liabilities, leases, income taxes, pensions and post-retirement benefits, owner’s equity (including earnings per share), investments, statement of cash flows, and inflation. Prerequisite: ACC 311.

ACC 320 (3 sh) Taxes I
This course is a study of federal taxation principles, theories, and problems as they pertain to the determination of taxable income and computation of tax liability for individuals. Emphasis is on evaluation of business transactions from a tax point of view, tax minimization, and individual tax return preparation. Prerequisite: ACC 300.

ACC 330 (3 sh) Cost Accounting I
This course is a study of financial reporting for use by managers for internal planning and control purposes. Topics are considered from the perspective of both preparers and users. Topics include cost-volume-profit analysis, product costing systems (job costing, process costing, and activity-based costing), use of budgets for planning and control, and cost allocation. Prerequisite: ACC 300.

ACC 420 (3 sh) Auditing
This course is a study of standards, procedures, problems, practices, and theories of financial statement audit analysis that includes examination of systems and internal controls used in management, as well as other professional topics. Prerequisite: ACC 311.

ACC 426 (3 sh) Fraud Examination
Fraud examination will cover the principles and methodology of fraud detection and deterrence. The course includes such topics as skimming, cash larceny, check tampering, register disbursement schemes, billing schemes, payroll and expense reimbursement schemes, non-cash misappropriations, corruption, accounting principles and fraud, fraudulent financial statements, and interviewing witnesses. Prerequisite: ACC 300 or permission of instructor.

ACC 430 (3 sh) Governmental and Nonprofit Accounting
This course is a study of principles, operations, and financial reporting of fund accounting that includes budgetary control and auditing for administration of state and local governments and non-business enterprises. Prerequisite: ACC 300.

ACC 440 (3 sh) Accounting Information Systems
This is a course in EDP Auditing for students preparing for careers in accounting, information services, business design, quality assurance, and related disciplines. Emphasizes the skills, tools and procedures needed to evaluate properly EDP controls.
Concepts and techniques used in EDP Audit examined from general, industry-specific, and technological points-of-view. Professional standards of EDP Auditing examined from ethical and legal considerations. Prerequisites: CIS 300, ACC 300 or permission of instructor

ACC 483 (3 sh) Accounting Research
This course introduces students to the extensive body of accounting literature through research papers. The literature examined includes the Internal Revenue Service Code and Regulations, International Accounting Standards, and Generally Accepted Auditing Standards. Prerequisite: senior standing

ADV 100 (3 sh) Advisement and Fundamentals of Student Success:
This course is an orientation to college that includes discussion of the liberal arts heritage, introduction to Mount Olive College resources, requirements, and baccalaureate options; and strategies for academic success that include critical thinking, communication (writing, speaking, technology), learning styles, study skills, global appreciation and time management.

ADV 113 (1 sh) Student Success Seminar: Major and Career Exploration:               S
ADV 113 will provide developmental and academic topics to provide knowledge and resources for students to make rational decisions about majors and introduce elements of the career planning process. Students will participate in writing activities, discussions, events, learning style inventories, networking, overview of college majors, and assessment tools. This course is designed for students who have not declared a major.

ADV 114 (1 sh) Student Success Seminar: Study Skills: S
ADV 114 is designed for first year students with academic difficulties after their first semester. The course is mandatory for those students on academic probation or academic hold and strongly encouraged for those students on Early Alert. Through class activities, individual meetings with the instructor, and assigned writing, students identify reasons for their academic difficulties and learn new habits and attitudes for achieving academic success. The instructor will monitor the students' progress and attendance in all classes. The goal of the course is to assist students to return to good academic standing by the conclusion of the semester.

AGB 110 (3 sh) Introduction to Agribusiness Economics TBA
Introduction to the principles of agricultural microeconomics, including a survey of the role and characteristics of agricultural business in our economic system. Basic economic concepts concerning price determination, profit maximization, and resource use are emphasized. The use of economic principles as applied to the production and marketing decisions made by managers of agricultural firms is demonstrated.

AGE/AGB 115(2 sh) Issues in Agriculture F
Scientific, political, demographic, social, educational, technological, and environmental trends and issues that will contribute to the future structure and operation of agriculture and education in the United States

AGB 310 (3 sh) Agribusiness Farm Management F
This course is an introduction to the analytical and planning techniques for making business decisions centered on farm business applications. Economic principles and management concepts such as budgeting, accounting, finance credit, investment analysis, business organization, risk and taxes as related to practical problems of operating a farm business.
AGB 320 (3 sh) Advanced Agribusiness Management
Management decision-making by food, fiber, horticulture and forestry firms. Emphasis is placed on current agribusiness topics such as information, utilization, strategic planning, organizational structures, competitor intelligence, pricing, leadership, crisis management, ethics, and human resource management. Prerequisite: AGB 310

AGB 340 (3 sh) Agribusiness Taxation & Estate Planning
Study of principles & practices of taxation of agribusinesses by federal and state governments and their effects on estate planning. Focuses on the importance of filing requirements, accounting method and periods, farm income, farm business expenses, soil and water conservation expenses, disposition of property used in farming, farm employer/employee tax procedural requirements. Estate planning focuses on the elements of the estate tax formula and legal terms relating to wills trusts, estates and partial interest in property. Prerequisite: ACC 300

AGB 370 (3 sh) Rural Development and Entrepreneurship
This course is a study of the importance of entrepreneurship in the development of rural areas and the process of identifying economic opportunities for entrepreneurs. Strategic planning regarding economic and financial feasibility of rural business ventures with emphasis on processes for developing a comprehensive enterprise analysis are discussed.

AGB 420 (3 sh) Environmental/Natural Resources Economics
This is an issues-oriented course in economics of the environment & natural resources. Emphasis is given to factors involved in decision-making by society and institutions about environmental and natural resource issues important to North Carolina and the United States, and to problems of evaluating private and social benefits and costs of altering the environment. The interaction of individuals, institutions, and technology in problems of establishing and maintaining acceptable levels of environmental quality are studied. Prerequisite: ECO 300

AGB 430 (3 sh) Agricultural Futures and Hedging
This course focuses on agricultural commodity marketing and pricing strategies utilizing the Futures Market, hedging, and options. The mechanics of hedging will be developed. Fundamental analysis and technical analysis will be studied in order to develop pricing decision signals. Financial futures and options will also be explored. Prerequisites: ECO 300

AGB 483 (3 sh) Senior Research Project
The study incorporates aspects of agribusiness, management, marketing, and economics, and will be comprehensive, including both theoretical and applied concepts. Prerequisite: ECO 300

AGB 485 (3 sh) Special Topics in Agribusiness
A class or tutorial that covers a topic not normally covered in depth in other course offerings.

AGB 493 (3 sh) Internship
An integrated, supervised Agribusiness work experience coordinated with the degree program and internship site

AGE 116 (3 sh) Introduction to Animal Science
Course will cover principles of animal management; contributions of animals and animal products to humanity; application of science to animal production; issues regarding
animal production and the environment to include air and water quality issues; basic principles of inheritance in plants and animals of agricultural significance.

**GER in Science**

**AGE 150 (3 sh) Agricultural Mechanics—Wood and Metal Technology**

This course provides both theory and hands on instruction in the areas of woodworking and welding. Emphasis in the woodworking section will be placed on the proper use of the woodworking shop including shop orientation and organization. Students will have the opportunity to plan, sketch, figure a bill of materials and correctly use hand and power woodworking tools in the construction of a woodworking project. Emphasis in the welding section will be placed on students learning the proper use of a metal shop including shop orientation and organization. Students will plan, sketch, and determine a bill of materials for a metal project. Students will learn to use gas heating, cutting, brazing, and welding equipment along with arc and MIG/TIG welding equipment to construct the metal project. Safety skills will be emphasized throughout the entirety of the course.

**AGE/BIO 211 (4 sh) Crop Science:**

This course involves the examination of the adaptation, growth, development, and production management systems employed for producing and maintaining the major field and turf crops. Cultural practices including those impacting on soil quality, weed, insect, and disease behavior will be emphasized. **GER in Science**

**AGE 240 (3 sh) Horticultural Methods:**

This course is an examination of the principles of plant growth and development relating to production and utilization of fruit, vegetable, floricultural, and ornamental crops. Emphasis is placed on a survey of the various areas of horticulture and their importance to society. **Prerequisite: permission of the instructor**

**AGE 250 (3 sh) Agricultural Mechanics—Small Engines And Electrical Technology:**

This course provides both theory and hands on instruction in the areas of small engines and electricity. Emphasis in the small engines section will be placed on small engine systems including the compression, fuel, governor, electrical, and cooling and lubrication systems. Troubleshooting methods will be emphasized and how to apply and select engines for applications will be presented. Materials will be covered to prepare students for the Master Service Technician Exam. Emphasis in the electricity section will be placed on the understanding of basic electricity principles, planning and installing simple wiring systems, the utilization of electronic principles in agricultural settings and installation and maintenance of electric motors and controls. Safety skills will be emphasized throughout the entirety of the course.

**AGE 316 (4 sh w/Lab)) Animal Production and Management**

This course covers anatomical and physiological mechanisms advanced animal handling techniques, animal husbandry and principles of nutrition and metabolism by different species. **Prerequisite: AGE/BIO 116.**

**AGE 319 (4 sh) Forest Management:**

This course focuses on the silvicultural characteristics and growth requirements of forest trees; dynamics of stand growth, species-site relationships, site productivity, forest pest interactions, hydrology and nutrient cycling in forest ecosystems; emphasis on understanding and applying ecological principles to the production of multiple benefits.
at the forest community level. Prerequisite: CHE 110 or higher or permission of the instructor

**AGE 320 (3 sh) Agriculture Leadership in Rural Communities**
This course will address the range of challenges - political, financial and environmental - facing agriculture and rural industries. Students will develop an understanding and awareness of strategic issues likely to affect agriculture and agribusiness. Students will learn how to become better motivators and communicators and gain a greater insight into rural issues. Best practices of successful leaders representing various organizational contexts throughout rural communities will also be investigated and evaluated. *(Prerequisite: AGE 115 or permission of instructor)*

**AGE 321 (4 sh) Plant Management, Identification and Utilization**  
**Fall (odd)**
This course will focus on methods of plant and silvicultural identification including characteristics and growth requirements. Site relationships, productivity, pest interactions, nutrient needs and cycling in forest and plant ecosystems will be investigated. The laboratory will focus on identification techniques recognition of pest problems, identification of nutrient deficiency symptoms and utilization of forest management tools. *(Prerequisite: AGE 211 or instructor permission)*

**AGE/EES 360 (4 sh w/Lab) Soil Science:**  
**F (even)**
This course is an in-depth study of soils and soil behavior, and how soils are affected by human activities. Topics include the physical, chemical and microbiological properties of soils, soil taxonomy, soil ecology, and soil fertility. *(Prerequisite: CHE 110 or higher or permission of the instructor)*

**AGE/EES 390 (3 sh) Integrated Water Resource Management**  
**F**
A study that deals with science- and economic-based water resource management for rural, urban, agricultural, and industrial utilization and conservation for natural ecosystems integrated into a web for sustainable consumption on a local, regional, and global landscape. *(Prerequisites: EES120/120L or AGB 110 or permission of the instructor.)*

**AGE 421 (4 sh) Integrated Pest Management**  
**S**
Principles of integrated pest management focusing on systems analysis as a means to integrate management tactics, environmental and biological monitoring, pest control models, and implementation elements. *(Prerequisite: AGE 211 or instructor permission)*

**AGE 450 Bio and Ag Engineering (4 sh w/Lab)**  
**F**
This course is a study of agricultural machinery principles, energy requirements, operation, calibration and environmental considerations. It includes study of engine principles and their application to engine power, efficiencies and systems, and power trains and hydraulic systems. It includes application of basic machinery and power principles to mechanical needs in agriculture and environmental systems. *(Prerequisites: AGE 150 and AGE 250.)*

**ART 110 (3 sh) Art Appreciation**
This is an introductory course designed to increase understanding of the visual arts. *GER Humanities or Fine Arts*

**ART 115 (3 sh) Design Fundamentals**
This course is an intense study and application of the visual art elements, principles of organization, form, and visual composition as they relate to two-dimensional design. *(Prerequisite: Art, Photography, or Graphic Design Major; or Art or Graphic Design Minor. Non-Majors by permission of department chair)*
ART 121 (3 sh) Drawing Fundamentals
This course is an introduction to drawing with an emphasis on the visual art elements, composition, and media exploration. Prerequisite: Art, Photography, or Graphic Design Major or Art Minor. Non-Majors by permission of department chair

ART 122 (3 sh) Painting Fundamentals
This course is an experimentation of studio techniques necessary for expressive painting problem solving. An emphasis will be placed on proper uses of grounds, supports, and pigments. Prerequisite: Art, Photography, or Graphic Design Major or Art Minor. Non-Majors by permission of department chair

ART 132 (3 sh) Graphic Design Fundamentals
This course is an introduction to basic concepts of graphic design with an emphasis on typography and application of layout using type and images and graphics. Prerequisite: Art, Photography, or Graphic Design Major or Graphic Design Minor. Non-Majors by permission of department chair

ART 142 (3 sh) Photography Fundamentals
This course is an introduction to the concepts of digital imaging including methods for capturing, computing, editing, storing and transmitting the digital image. Prerequisite: Art, Photography, or Graphic Design Major or Minor. Non-Majors by permission of department chair

ART 143 (3 sh) Photography Fundamentals for Non-Majors
This course is an introduction to the concepts of digital imaging including methods for capturing, computing, editing, storing and transmitting the digital image.

ART 160 (3 sh) Art History Survey I
This course is a survey of the nature, language, media and cultural heritage of art from earliest art forms through the Baroque in Europe. Included in the course are traditional art forms of Asia, the Islamic world, Africa, Oceania and the Americas. No prerequisites. GER Humanities or Fine Arts

ART 161 (3 sh) Art History Survey II
This course is a survey of the nature, language, media and cultural heritage of art from the Modern and Postmodern World. No prerequisites GER Humanities or Fine Arts

ART 175 (3 sh) Printmaking
Students taking this course will study relief printmaking methods including linotype and woodcuts. The course will also cover transferring images, papers, ink, and tools used to create relief prints. Prerequisite: Art 115

ART 185 (3 sh) Sculpture
Students taking this course will study the four basic methods for creating sculpture. They are additive, subtraction modeling and casting. Students will create sculpture using the additive, subtractive and modeling methods including materials to create sculpture in these methods. Prerequisite: Art 115

ART 195 (3 sh) Arts Administration
This course is a recommended Art Elective. The course will cover current art gallery and administration practices.

ART 221 (3 sh) Drawing Color and Composition
This course emphasizes advanced color and composition skills through drawing.  
Prerequisite: ART 121 or permission of instructor

**ART 222 (3 sh) Painting Color and Composition**  
This course emphasizes advanced color and composition skills through painting.  
Prerequisite: ART 122 or permission of instructor

**ART 232 (3 sh) Layout & Composition**  
This course is a further application of the concepts of the graphic design process with an emphasis on skill development in design and page layout computer applications.  
Prerequisite: Art, Photography, or Graphic Design Major; or Graphic Design Minor; and ART 115 and 132

**ART 235 (3 sh) Digital Applications**  
An introduction to the concepts related to editing digital images.

**ART 241 (3 sh) Advanced Photographic Concepts**  
This course is a continuation of ART 142 with an emphasis on application of theoretical photographic concepts. Students will create a portfolio of photographic images that relate to a personal aesthetic. Prerequisite: Art, Photography or Graphic Design Major; or Photography Minor; and ART 142

**ART 251 (3 sh) Painting Studio I for Non-Majors**  
This course involves an introduction to studio techniques necessary for expressive problem solving in painting for Non-Majors. An emphasis will be placed on proper uses of grounds, supports, and pigments.  
GER Humanities or Fine Arts

**ART 252 (3 sh) Art History Survey**  
This course is a survey of the nature, language, media and cultural heritage of art from earliest art forms through the Modern and Postmodern World. Included in the course are traditional art forms of Europe, Asia, Middle East, Africa, Oceania and the Americas.

**ART 253 (3 sh) History of Graphic Design**  
This course is a survey of the development of graphic design from the invention of writing and printing through the modern era of graphic design. This course provides an historical reference for the cultural significance of graphic design.

**ART 254 (3 sh) History of Photography**  
This course is a survey of the history of photography from 1826 until present day.

**ART 255 (3 sh) History of Painting and Drawing**  
This course is a survey of the history of painting and drawing from Prehistory through Contemporary art.

**ART 280 (3 sh) Visual Presentations**  
This is a course in the study and application of the general concepts of visual presentations.  
No prerequisite

**ART 312 (3 sh) Portfolio Development**  
This is a portfolio evaluation and preparation course, which will include lectures and departmental critiques of student work designed to assist the student in the development of a final portfolio. The student will also create an artist or designer statement and résumé. Prerequisite: Art, Photography, or Graphic Design Major; or Graphic Design Minor; and Junior standing
ART 321 (3 sh) Mixed Media
This course emphasizes the development of personal expression through the use of mixed medium. 
Prerequisite: ART 121 and 122 or permission of instructor

ART 331 (3 sh) Package Design
This course is a continued exploration of the concepts of graphic design applying the design process to the creation of two-dimensional package templates and the application of information and graphics to the finished three-dimensional package. 
Prerequisite: Art, Photography, or Graphic Design Major; and ART 232

ART 333 (3 sh) Design Software Skills
This course is a recommended Art Elective or General Elective designed to provide additional software skill development for students who need or want to improve their knowledge of graphic design software. The student will study typesetting techniques, photo editing processes, and vector graphic drawing and type manipulation techniques. 
Prerequisite: Art, Photography, or Graphic Design Major or Minor

ART 335 (3 sh) Digital Composition
An advanced study of concepts related to photographic composition.

ART 345 (3 sh) Photographic Aesthetics and Techniques S
This course is a study of photographic aesthetics as it relates to fine art and applied photography. Student will study photographic techniques that relate to photo theory. 
Prerequisite: ART 241

ART 360 (3 sh) Special Topics
This course is an intensive study of a topic related to art as determined by the department according to the student’s needs and interests. 
Prerequisite: Permission of Instructor.

ART 361 (1 sh) Special Topics
This course is an intensive study of a topic related to art as determined by the department according to the student’s needs and interests. Prerequisite: Permission of Instructor.

ART 362 (2 sh) Special Topics
This course is an intensive study of a topic related to art as determined by the department according to the student’s needs and interests. Prerequisite: Permission of Instructor.

ART 365 (3 sh) Bookmaking
This course is an intensive study of the design and creation of handmade books in an art context. Prerequisites: Junior Art major or permission of instructor.

ART 412 (3 sh) Senior Portfolio
This course will involve the creation and documentation of the student’s senior portfolio. 
Prerequisite: Art, Photography, or Graphic Design Major and Senior standing

ART 422, 423, 424 (3 sh) Fine Arts Studio
These courses involve a maturation of the development of a personal aesthetics. The student will create a related body of work and exhibit the works in a gallery. 
Prerequisite: ART 221, 222, and 321
ART432 (3 sh) Web Design for Photographers
The student will investigate web design software to create web pages for a photographic site. Prerequisite: ART 241 or by permission of instructor

ART 433 (3 sh) Advanced Graphic Design
This course is a continued exploration of the concepts of the graphic design process with an emphasis on aesthetics and visual effectiveness. The student will create graphic design utilizing the digital tools available with a direction more toward creativity areas such as poster design and ID package design, and branding. Prerequisite: Graphic Design Major or Minor; and ART 331

ART 434 (3 sh) Web Design
This course is a continued exploration of the concepts of the graphic design process with an emphasis on aesthetics and basic web site design. The student will create a basic portfolio web site through the use of online or recorded tutorials supervised by the instructor. The use of tutorials is intended to provide the student with the experience of learning through tutorials. Prerequisite: Art, Photography, or Graphic Design Major; or Graphic Design Minor.

ART 435 (3 sh) Illustration
This course is an investigation of illustration as a means of visual communication and support for ideas, concepts and verbal communication. The course will combine digital and traditional media exploration. Prerequisite: Art, Photography, or Graphic Design Major

ART 441 (3 sh) Studio Techniques
In this course, students will study studio lighting and portraiture used in commercial photography. Students will create a portfolio of images that reflects an applied photographic aesthetic. Prerequisite: ART 345

ART 442 (3 sh) Advanced Studio Techniques
This course is a continuation of ART 441. The student will study advanced studio techniques related to portraiture and product photography. Prerequisite: ART 441

ART 443 (3 sh) Photography Portfolio
This is a capstone course with students demonstrating proficiency in studio techniques or fine art photographic technique. The images created in this course will aid in the creation of a final portfolio that will be created in ART 412 Senior Portfolio Prerequisite: ART 442

ART 461, 462 (1 sh, 2 sh) Art Internship
An Art Internship is a supervised work experience in a visual communication or fine art setting. Prerequisite: Permission of Department Chair.

ART 463–469 (3 sh each) Art Internship
An Art Internship is a supervised work experience in a visual communication or fine art setting. Prerequisite: Permission of Department Chair.

BIO 100 (3 sh) Introductory Biology F/S/OL
This course is designed to introduce non-majors to fundamental concepts governing living organisms, including the study of molecular, cellular, and physiological processes as it relates to our daily lives. A major focus will be current and future problems in biology and use of the scientific method to solve them. GER in Science
BIO 100L (1 sh) Introductory Biology Laboratory  
F/SOL
The laboratory component of BIO 100 is designed to give students exposure to the fundamental concepts of Biology through experimentation. Topics will parallel material covered in lecture including the scientific method, SI system of measurement and analysis of concepts at the molecular, cellular and population level of biology.  
GER Course

BIO 115 (3 sh) Introduction to Biotechnology  
F/S/OL
This course is designed to introduce science majors and non-science majors to current and future applications of biotechnology. Major topics include an overview of biotechnology, advances and future trends in biotechnology, bioethics, and career opportunities.  
GER in Science

BIO 120 (3 sh) Principles of Biology I  
F/S/OL
This lecture course is designed to provide science majors with a proper foundation in essential biological concepts including: the chemistry and physiology of biological molecules, cellular structure and function, energy and metabolism, genetics, and biotechnology. The course focuses on biological organization from the molecular to the cellular levels. Prerequisites: Biology, Exercise Science, and Health and Physical Education majors, or permission of instructor. GER in Science.

BIO 120L (1 sh) Principles of Biology I Lab  
F
This laboratory course will focus on scientific discovery via experimental learning. Topics to be covered include: Scientific Method, Diffusion/Osmosis, Cell Membranes, Fermentation, Photosynthesis and Cellular Respiration, Genetics, and an introduction to Biotechnology. Prerequisites: Biology, Exercise Science, and Health and Physical Education majors, or permission of instructor. GER in Science.

BIO 121 (3 sh) Principles of Biology II  
S
This second semester Principles of Biology lecture course focuses on a more detailed investigation of biological topics that include: population biology, animal and plant anatomy, morphology, physiology evolutionary biology, ecology, and animal behavior. Prerequisite: Biology Major or permission of instructor: Prerequisites: Biology, Exercise Science, and Health and Physical Education majors, or permission of instructor. GER in Science.

BIO 121L (1 sh) Principles of Biology II Lab  
S
This laboratory course will focus on scientific discovery via experiential learning. Topics to be covered include: investigation of the diversity amongst the major kingdoms or organisms, anatomy and physiology of vertebrates, foundations of ecology, and animal behavior. Prerequisites: Biology, Exercise Science, and Health and Physical Education majors, or permission of instructor. GER in Science

BIO 205(3 sh) Survey of Human Anatomy and Physiology  
F/S
This is a survey course for non-science majors that cover the basic principles of human anatomy and physiology including basic biochemistry, cells, tissues, and the major organ systems of the human body. The course focuses on how the structure of the human body relates to its physiological function. BIO 205 is prerequisite or corequisite for 205L. The course may not be counted toward the Biology and Chemistry major or minor. GER in Science

BIO 205L (1 sh) Survey of Human Anatomy and Physiology  
F/S
This is a survey laboratory course for non-science majors that cover the basic principles of human anatomy and physiology including basic biochemistry, cells, tissues, and the
major organ systems of the human body. The course may not be counted toward the Biology and Chemistry major or minor. **GER in Science**

**BIO 220 (3 sh) Ecology**
This course is a study of the interactions that determine the distribution and abundance of organisms. Topics will utilize experiential learning to promote an understanding of the general concepts of nutrient and energy flow, population dynamics, community and habitat structure, animal interactions, and global ecology. **Prerequisite: BIO 120/120L or BIO 12/121L1 or EES 110 or permission of instructor. GER in Science**

**BIO 230 (3 sh) General Botany**
This lecture course is a survey of plant kingdom with emphasis on the dynamic, structural, and fundamental aspects of plants and on the life cycles and evolutionary development of selected representative of the major groups. **GER in Science**

**BIO 230L General Botany Laboratory (1 sh)**
This laboratory course provides students hands on experience in the anatomy, physiology, embryology, and evolution of selected representatives of the major groups in the animal kingdom. **Prerequisite: BIO 120/120L, 121/121L or permission of instructor.**

**BIO 240 (3 sh) General Zoology**
This course is an introduction to the fundamental facts and principles of anatomy, physiology, embryology, evolution, and the interdependence of animals that includes the study of selected representatives of major groups of the animal kingdom. **Prerequisite: BIO 120/120L, 121/121L or permission of instructor.**

**BIO 240 L (1 sh) General Zoology Lab:**
This laboratory course provides students hands on experience in the anatomy, physiology, embryology, and evolution of selected representatives of the major groups in the animal kingdom. **Prerequisite: BIO 120/120L, 121/121L or permission of instructor.**

**BIO 245 (3 sh) Molecular Biology of the Cell**
This course will introduce the students to the fundamental concepts and techniques of cell and molecular biology. Specifically, topics covered will include the molecular mechanisms essential for prokaryotic and eukaryotic physiology, organization and regular maintenance of cellular structure, transcriptional regulation, metabolism and energy, protein synthesis, regulatory pathways, cell-cell interactions, and cellular reproduction. **Prerequisite: Bio 120/120L and EES 110, or Bio 121/121L, or permission of the instructor.**

**BIO 251 (3 sh) Human Anatomy and Physiology**
This course is a study of fundamental biological concepts of humans that includes a study of cell activities, tissues, metabolism, and the following systems: integumentary, skeletal, muscular, respiratory, and digestive.

**BIO 251 L (1 sh) Human Anatomy and Physiology Lab**
This lab course complements the lecture and is a study of fundamental biological concepts of humans that includes a study of cell activities, tissues, metabolism, and the following systems: integumentary, skeletal, muscular, respiratory, and digestive.
BIO 252 (3 sh) Human Anatomy and Physiology II          S
This course is a study of fundamental biological concepts of humans that includes a study of cell activities, tissues, physiological response to stress and the following systems: nervous, sensor, endocrine, cardiovascular, lymphatic, excretory, and reproductive.

BIO 252 (1 sh) Human Anatomy and Physiology II Lab   S
This lab course complements the lecture and is a study of fundamental biological concepts of humans that includes a study of cell activities, tissues, physiological response to stress and the following systems: nervous, sensor, endocrine, cardiovascular, lymphatic, excretory, and reproductive

BIO 253 (4 sh) Anatomy and Physiology          F/S
This course is directed toward providing pre-clinical concepts for nursing and other allied health professional students that includes a study of body organization, cytology, and histology, acid/base and fluid/electrolyte balance and all body systems including Integumentary, skeletal, muscular, nervous, gastrointestinal, endocrine, reproductive, blood, lymphatic, cardiovascular, respiratory and renal. Basic principles of pathophysiology and pharmacology will be introduced. Demonstration and hands-on laboratory activities will be based on concepts of clinical physical assessment.

BIO 255- (3 sh) Genetics                          F
A study of heredity, the transmission of traits from parents to offspring Prerequisites: BIO 120/120L, 245

BIO 260(3 sh) Microbiology          S
This course focuses on the basic principles and concepts of microbiology with an emphasis on classification, chemistry, morphology and physiology of microbes. Additional topics of study include physical and chemical agents for microbial control, ecological roles of bacteria, and structure and function of organs and organ systems involved in defense and immunity. Prerequisites: BIO 120 or permission of instructor

BIO 260L (1 sh) Microbiology Lab     S
This laboratory course focuses on aseptic techniques, biosafety, media preparation, microscopy, the structure, function, cultivation and identification of bacteria and other microbes. Specific techniques learned by students will include bacterial staining and identification of microbes as well as common fungi. Prerequisites: BIO 121 or BIO 252 or BIO 270, or permission of instructor.

BIO 270 (3 sh) Vertebrate Biology and Physiology   F
This course is designed to examine the morphology and physiology of animals utilizing a comparative approach focused on the five major vertebrate classes. This course will emphasize topics including the origins of vertebrates, the influences of ecological and biophysical pressures on vertebrate design, animals and energy, homeostatic regulation of organism function, physiology of vertebrate organ systems, chemical signaling, coordination of neural and locomotor function, the stress response of organisms, and behavioral adaptations to assist biological control mechanisms in animals. Prerequisites: BIO 120/120L, BIO 121/121L.

BIO 305(3 sh) Neurobiology                          F
This course will provide an in depth examination of the human nervous system with an emphasis on the morphological and physiological components. Topics will include neuronal structure and function, neuronal signaling, sensory systems, general
neurochemistry, learning and memory, and emotions. Special topics will include
diseases of the nervous system relating to the medical and psychological fields.
Prerequisites: BIO 100, BIO 120, BIO 121, BIO 205, BIO 251, or BIO 252 any with lab

BIO 315 (4 sh) Research Methods  S
Bio 315 is a team taught course that will expose students to various fields of biological
research. It will introduce students to standard research methods that include primary
literature searches, experimental design, data and statistical analysis, written and oral
presentations and ethical issues in the life sciences. Prerequisites: 20 semester hours of
science, MAT 240, or permission of instructor.

BIO 355/BIO 355L (4 sh) Developmental Biology:  S
This course will focus on the principles and mechanisms of plant and animal
development. Lecture topics will focus on how cells divide, differentiate, and form
tissues and organs in the correct position. Primary developmental processes including
fertilization, cleavage, gastrulation, neurulation and organogenesis will be studied, using
a variety of model systems. The lab will involve experimental aspects of plant and
animal development. Prerequisites: BIO 245 and/or 270, BIO 255

BIO 365 (3 sh) Principles of Biodiversity  F
This course will provide an overview of the current field of evolutionary biology focusing
on the fundamental scientific principles that have shaped and influenced
biodiversity. By the completion of this course students will be able to explain the major
topics in evolutionary biology including the theory of evolution by natural selection, the
history of evolutionary theory, mechanisms for evolution, population genetics, sexual
selection, kin selection, phyllogenies, macro and microevolution, and empirical data
supporting evolution. Prerequisites: Bio 120/120L, Bio 121/121L

BIO 380 (3 sh) and BIO 381 (4 sh) Special Topics  F/S
A lecture or seminar series that represent material not typically offered under another
course. Topics may include Developmental Biology, Nucleic Acids Techniques, or other
subjects as the needs of the students and expertise of the faculty warrant.
Prerequisites: BIO 120/120L, BIO 121/121L.

BIO 410 (3 sh) Cell Biology  S
Cell Biology is the study of the structure and function of prokaryotic and eukaryotic cells.
This is a topics course that will include discussion on the following: the synthesis and
function of macromolecules such as DNA, RNA, and proteins; control of gene
expression; membrane and organelle structure and function; bioenergetics; and cellular
communication. Prerequisites: BIO 245 or permission of instructor

BIO 410L (1 sh) Cell Biology Lab:  S
The cell biology lab is designed to teach students traditional techniques used in a cell
biology lab. Students will become familiar with sterile techniques, flow cytometry, gene
expression, and immunoblotting. Prerequisite: BIO 245

BIO 425 (3 sh) Animal Behavior  S (odd)
This course focuses on the specific mechanisms and evolution of animal behavior in a
variety of species. The course will examine the primary mechanisms that produce and
modulate behaviors such as neural organization, impact of chemical signals, the genetic
basis of behavior, and environmental factors associated with modulation of behavior.
Students will learn the biological relevance of behaviors such as mating systems and
sexual selection, anti-predator defense, foraging, migration, social behavior,
communication, parental care, kin selection, kin recognition, and territoriality.
Prerequisites: BIO 120/120L, BIO 121/121L.
BIO 445 (3 sh) Introduction to Immunology  
This course will introduce students to the general properties of the immune response, innate immunity and the inflammatory response as well as the anatomy of the immune system. Topics will include antigen and antibody structure and function, effector mechanisms, complement, major histocompatibility complexes, autoimmune diseases, transplantation and tumors, lymphocyte activation and specificity, B- and T-cell receptors, cytotoxic responses, immunological memory and vaccination and manipulation of the immune response. **Pre/Co-requisites:** CHE 420 or BIO 245, or permission of instructor.

BIO 450 (3 sh) Neurobiology  
This course will provide an in depth examination of the human nervous system with an emphasis on the morphological and physiological components. Topics will include neuronal structure and function, neuronal signaling, sensory systems, general neurochemistry, learning and memory, and emotions. Special topics will include diseases of the nervous system relating to the medical and psychological fields. **Prerequisites:** BIO 121 or BIO 252 or BIO 270, or permission of instructor.

BIO 455 (3 sh) Medical Microbiology  
This course provides an understanding of the fundamental biology and pathogenicity of bacteria, viruses and fungi causing disease in humans and animals. Course material will cover interrelationships between microbes and their hosts as well as abiotic and biotic factors influencing microbes both within their host and in the external environments. Additional topics of discussion will focus on pathogenicity and other aspects of the host-parasite relationship in terms of treatment and diagnosis of disease, antimicrobial therapy and antibiotic resistance.

BIO/ 460 (3 sh) Senior Research and Seminar I  
This course involves directed research and one-hour seminars per week. During classroom discussion, basic biological principles reviewed. Completion and reporting a research project required. **Prerequisites:** BIO 310 and permission of instructor.

BIO 461 (4 sh) Senior Research and Seminar  
This course involves directed research and one-hour seminars per week. During classroom discussion, basic biological principles are reviewed. Completion and reporting of a research project is required. **Prerequisites:** BIO 315 or permission.

BIO 470, 471, 472 (1 sh, 2 sh, 3 sh) Senior Research and Seminar II, III, IV  
This course involves directed research and one-hour seminars per week, credit varying with project. Basic biological principles reviewed. Completion and reporting of a research project required. **Prerequisites:** BIO 460 and permission of faculty.

BIO 480 (3 sh) Special Topics  
This course is a class or tutorial that covers a topic not normally covered in-depth in other course offerings. **Prerequisite:** Permission of instructor.

BIO 491 (4 sh), 492 (5 sh), 493 (6 sh) Internship  
The course is designed to give students an opportunity to explore practical and applied biology in a specialized field. The work is done under the supervision of a faculty advisor and a supervisor at the institute that is hosting the student. It may count for as much as 6sh of credit based on the scope of the project. **Prerequisites:** BIO 315, Major in Biology, Permission of Advisor or Department Chair.
BLS 490 (3 sh) Senior Liberal Studies Project  
The Senior Liberal Studies Final Project is the opportunity for the student to demonstrate the integration of knowledge and skills acquired over the course of the program in his or her individual area of interest. It may involve academic research, applied research, or a creative project. All projects must include written analysis. Applied research and creative projects must include a short written analysis that provides context for the work. The project must be analytical and interdisciplinary. Prerequisites: Completion of the Liberal Studies Core or permission of the instructor.

BUS 110 (3 sh) Introduction to Business  
This course is an introduction to the various aspects of business such as organization, ownership, finance, management, insurance, selling, labor, marketing, advertising, transportation, communication, law, ethics, and government.

BUS 302 (3 sh) Statistics for Behavioral Sciences  
This course is a study of statistical methods to define research, analyze, and evaluate problems they might encounter and have to solve in their work or avocations. In this course, students learn how to identify and measure objectives, collect data, work with significance levels, analyze variance, and construct questionnaires. Prerequisite: sophomore standing.

BUS 330 (3 sh) Business Ethics  
This course examines the ethical dimensions of business and the role of ethics in making sound business decisions. Practical application of ethical theory will be discussed through case study analysis, study of various corporate ethics codes, and student research of current ethical issues in business.

BUS 331 (3 sh) Business Law I  
This course is an introduction to the relationship between government, business, and social forces. Case method used for intensive study of contracts and the contractual relationship. Prerequisite: sophomore standing.

BUS 361 (3 sh) Data Preparation and Analysis with SAS  
Students will access, prepare, and analyze data using SAS software, in particular the SAS Enterprise Miner. Topics include descriptive statistics, transformation of variables, handling missing values, and building classification and predictive models. Techniques to be covered are: t-tests, ANOVA, simple regression analysis, multiple regression analysis, prediction and diagnostics, robust (median) regression; and analysis of contingency tables using chi-square test.

BUS 363 (3 sh): Text Mining and Analytics  
Students will gain an understanding of how to process, and analyze unstructured data using SAS Text Miner. They will learn how to import text data from different sources and in different formats; create rules from text data to categorize documents; identify topics from text data to understand customer conversations; create clusters from text data to understand customer segments; create statistical rules for making predictions and learn how to build predictive models. Prerequisites: BUS 361

BUS 367 (3 sh): Quality Management and Analytics  
Students learn to use SAS/QC software to generate data-driven quality management tools and techniques used to optimize processes as well as improve product and service quality. Concepts, tools and techniques presented in the course include: basic problem solving (procedures for implementing the seven basic QC tools for analyzing data and presenting results), statistical process control (SPC), process capability analysis, reliability analysis, and design of experiments. Prerequisites: BUS 361
BUS 370 (3 sh) International Business Management  
This course is an introduction to the principles and concepts of international business and includes a comparison of national economics and policies. Emphasis is on the forms and control of multinational corporations, trade theory, monetary theory, multinational operations and labor relations, and socio-ethical issues.

BUS 410 (3 sh) Business Policy and Strategy  
This course is a capstone seminar in management policy and strategy. Students learn to integrate various business functions and to develop skills and judgment in solving problems of organizations as related to the total business environment. Prerequisites: senior standing or permission of instructor.

BUS 462 (3 sh) Data Reduction and Visualization  
This course introduces data reduction and visualization techniques. Students will perform (1) different types of factor analyses: principal components analysis, confirmatory factor analysis, factor rotation, multidimensional scaling and unfolding, ideal point and vector models, and correspondence analysis, (2) different types of cluster analyses: agglomerative hierarchical, k-means cluster analyses, and alternative approaches to cluster detection, and (3) social network analysis. Prerequisites: BUS 361.

BUS 463 (3 sh) Predictive Modeling I  
This course covers classification and prediction methods and their quality indicators: (1) classification by decision tree, discriminant analysis, and logistic regression; (2) prediction by linear and multiple regression; (3) regression diagnostics, ridge regression, and lasso regression; and (4) the ROC curve, the lift curve, and the Gini index. Prerequisites: BUS 361.

BUS 464 (3 sh) Predictive Modeling II  
This course covers predictive modeling techniques like artificial neural networks, nearest neighbor approaches, survival analysis, market basket analysis and association rules, link analysis, text mining, web mining, customer sentiment analysis, and customer-relationship management. Prerequisites: BUS 361.

BUS 465 (3 sh): Predictive Modeling III  
This course covers predictive modeling for decision making in economics, finance, consumer behavior, advertising, marketing, operations management, and sports management. Techniques include time series analysis, Box-Jenkins models, conjoint analysis, market simulations, queuing models, integer programming, sports analytics, and spatial data analysis. Prerequisites: BUS 361.

BUS 467 (3 sh): Special Topics in Analytics  
This course covers topics in analytics that are not covered in other courses. While course content may vary due to instructor choices, content may include such topics as descriptive text analysis, risk analysis, and survival analysis. Prerequisites: BUS 361.

BUS 468 (3 sh) Analytics Case Studies I  
This course introduces students to various real world applications of analytics techniques. Some examples are: segmenting bank customer transaction histories, association analysis of Web services data, creating a simple credit risk model from consumer loan data, and predicting university enrollment management. Prerequisites: BUS 361, BUS 462, BUS 463, and BUS 464.

BUS 469 (3 sh) Analytics Case Studies II  
This course includes additional case studies and discusses the various factors for success in a data mining project and the necessary steps for the successful completion of an
analytics project. Students will complete and present a real world analytics project using SAS. Prerequisites: BUS 361, BUS 462, BUS 463, and BUS 464.

BUS 483 (3 sh) Senior Research  S/OL/Modular
This course provides graduating seniors with an opportunity to inquire into the industries, institutions, companies or professions which they intend to enter upon graduation. The course begins with a rapid review of methods for gathering information to describe current characteristics, trends and outlooks of relevant economies, markets and industry structures, as well as firms’ performance trends. Each student must submit a formal proposal explaining a proposed project’s background, objectives, methods and work schedule leading to a report of findings, conclusions and recommendations or decision regarding a career path. Prerequisites: BUS 302, ECO 301, and FIN 320.

BUS 485 (3 sh) Special Topics  TBA
This course explores business topics not extensively studied in other course offerings. Prerequisite: Permission of instructor.

CHE 110 (4 SH) Introductory Chemistry  F/S
This course is a one-semester course for non-science majors or future science majors needing preparation for the general chemistry course. Course will not fulfill the chemistry requirement for science majors. Lecture, three hours; laboratory, three hours
GER in Science

CHE 111 (3 sh) General, Organic, and Biochemistry  TBA
This course involves a survey of the fundamental principles of general, organic, and biochemistry. Topics discussed will include chemical bonds and structures; solutions and acid-base chemistry; gas laws; structures and reactions of important organic functional groups and structures; properties and functions of major biomolecules such as proteins, carbohydrates, lipids, and nucleic acids. GER in Science

CHE 221, 222 (4 sh each) General Chemistry  F/S
This course covers the fundamental chemical principles and the descriptive chemistry of inorganic substances. The structure, properties, preparation, and use of elements and their compounds emphasized, with the second semester introducing electrochemistry nuclear chemistry. Prerequisite: MAT 120 for CHE 221 is prerequisite for CHE 222. Lecture, three hours; laboratory, three hours
GER in Science

CHE 310 (3 sh) Environmental Chemistry  S
A course with a topics-based approach to the chemistry of the environment covering toxicological, aquatic, atmospheric, and soil chemistry; the chemistry of polluted environments; and environmental changes that result from energy utilization. Prerequisite: CHM 222

CHE 320 (4 sh) Analytical Chemistry  S (even)
This course is a study in the areas of spectrophotometry, separation techniques and mass spectrometry. Students will learn about and use a visible—ultraviolet spectrophotometer, a Fourier transform infrared spectrophotometer, gas and liquid chromatographies, an atomic absorption spectrophotometer, and a mass spectrometer. Prerequisite: CHE 332 Lecture, three hours; laboratory, three hours.

CHE 331, 332 (4 sh each) Organic Chemistry  F/S
This course is a mechanistic approach to the chemistry of aliphatic and aromatic organic compounds. Topics include: spectroscopy, stereochemistry, etc. Prerequisite: CHE 222. CHE 331 is prerequisite for CHE 332. Lecture, three hours; Laboratory, three hours.
CHE 420 (3 sh) Biochemistry  F
This course is an introduction to structures and functions of amino acids, carbohydrates, lipids, and nucleic acids. Topics include three-dimensional structure of proteins, enzymes, metabolism, protein synthesis, RNA and DNA chemistry, and recombinant DNA. Prerequisite: CHE 332 or permission of instructor.

CHE 420L (1 sh) Biochemistry Laboratory  F
This laboratory will acquaint the student with various techniques such as: electrophoresis, chromatography, cell fractionation, enzyme assays, ligand interactions, and recombinant DNA technology. Prerequisite: CHE 420 or concurrent registration.

CHE 421 (4 sh) Physical Chemistry I  F
This course focuses on various temporal processes, such as the kinetics of gases, diffusion and reaction kinetics will be studied. Quantum mechanics will be used to examine the current understanding of atomic and molecular structure. Prerequisites: CHE 332, PHY 332, MAT 256. Lecture, three hours; laboratory, three hours

CHE 422 (4 sh) Physical Chemistry II  S (odd)
This course will use classical thermodynamics to examine work, heat transfer, heats of reaction and reaction spontaneity. Statistical mechanics will also be used to study these processes from a microscopic viewpoint. Prerequisites: CHE 332, PHY 332, MAT 256. Lecture, three hours; laboratory, three hours

CHE 425 (3 sh) Biochemistry II  S
This course is a continuation of CHE420 Biochemistry and delves further into the structure and function of biological macromolecules, including proteins, RNA, and DNA, the methods employed in the study of biochemistry, and recent developments in the research. Prerequisite: CHE 420 or permission of instructor.

CHE 425L (1 sh) Biochemistry II Laboratory  S
In this laboratory, the student will continue to utilize biochemical methods (such as electrophoresis, cell fractionation, enzyme assays, recombinant DNA technology, et al.) to reinforce the lecture content in CHE42x and hone skills for working in a biochemical lab. Prerequisite: CHE 42x or concurrent registration.

CHE 431 (3 sh) Inorganic Chemistry  TBA
This course is a discussion of various bonding theories, thermodynamics, kinetics, and symmetry. Prerequisite: CHE 422 (Physical Chemistry II). Lecture, three hours; laboratory, three hours

CHE 431 L (1 sh) Inorganic Chemistry Laboratory  TBA
This is a lab course that includes the reactions of inorganic compounds in aqueous solution, synthesis and characterization of transition metal complexes by spectroscopic and other techniques. Prerequisite: CHE 422

CHE 461 (1 sh), 462 (2 sh), & 463 (3 sh) Senior Research & Seminar I, II, III  F/S
This course focuses on application of chemical principles in a laboratory investigation of an original nature, topics selected by student and instructor. Written report and presentation of the research required. Prerequisite: 12 sh of chemistry and consent of chemistry faculty.
CHE 470 (3 sh) Special Topics in Chemistry  
F/S  
This course focuses on topics of interest in biochemistry, and in organic, inorganic, physical and analytical chemistry. Prerequisites: CHE 332, or CHE 320, or CHE 431 or CHE 420 or CHE 422.

CHE 490 (3 sh) Chemistry Internship  
F/S/SU  
This course involves working on a chemistry-related research project at research facilities outside of Mount Olive College under the joint supervision of site supervisors and chemistry faculty. Requires 120 hours of service during the semester. Prerequisites: CHE 332 and permission of instructor.

CIS 110 (3 sh) Intro to Computers  
F/S/SU/OL  
This course is a general introduction to Information Systems and Information Literacy. The class focuses on developing technical and research skills to benefit course work, future academic career, and life-long learning. Content includes guidance on productivity software, electronic research, the structure of information and databases, search techniques, and information ethics. Satisfies GER for Technology/Information Literacy.

CIS 201 (3 sh) Fundamentals of CIS  
Systems theory, quality, decision-making, and the organizational role of information systems are introduced. Information technology including computing and telecommunications systems are stressed. Concepts of organizations, information systems growth, and process improvement are introduced. GER Competency

CIS 240 (3 sh) Advanced Spreadsheet Analysis for Business  
This course focuses on advanced functions of spreadsheet software. Emphasis will be placed upon business, accounting, and financial analysis.

CIS 300 (3 sh) Management of Information Systems  
This course provides an understanding of organizational systems, planning, and decision process, and how information is used for decision support in organizations. It covers quality and decision theory, information theory, and practice essential for providing viable information to the organization.

CIS 310 (3 sh) Systems Analysis and Design  
The course covers the concepts and techniques of information systems analysis and design, including analysis skills and design skills as well as managerial issues. The course covers techniques used by modern systems analysts and gives extensive practice with structured methodologies (data modelling and process modelling) and object-oriented paradigm techniques. PERT/CPM model and Capability Maturity Model are introduced along with strategic alignment of the systems. Prerequisite: CIS 300 (may be taken concurrently).

CIS 311(3 sh) Advanced Productivity Tools  
In this course, students will learn to apply software to increase personal productivity. Concepts include but are not limited to managing contacts, calendars, schedules, and appointments, collaboration, data handling, including table creation, manipulation and queries, sorting, reports, advanced presentation tools, the cloud, web searches and software integration. Prerequisite: CIS 110 or competency in productivity software.

CIS 313 (3 sh) Business Application Programming  
This course introduces the concepts of designing and writing programs using an object-oriented programming language. Students learn the skills of coding with modern
programming languages, structured methods, and object-oriented technology. Topics include control structures of sequential statements, conditional statements, and iteration statements. And students learn to utilize contemporary compilers employing IDE interface. Program examples written in fine and readable codes will be illustrated. The course consists of both lectures and lab sessions with hands-on projects. Some programming assignments will be given to the students based on the progress of the class. Prerequisite: CIS 300 (may be taken concurrently).

**CIS 315 (3 sh) Project Management for Information Systems (Project+)**
This course focuses on project management through critical examinations of project planning, design, production, documentation, and presentation techniques. Topics include: problem identification and definition, project design and analysis, feasibility measures, project charting methods (PERT, GANTT, CPM), process documentation techniques, information modeling, project design specifications and error diagnosis, and task monitoring. **Prerequisite: CIS 300**

**CIS 321 (3 sh) Spreadsheet Modeling for Decision Making and Business Intelligence**
This business application course provides the tools necessary for manipulating, sharing, and presenting data to support business decision making. Topical coverage includes data analysis, multiple applications linking, simulation modeling, and decision making under uncertainty. This hands-on lab course uses advanced spreadsheet’s tools to create and analyze models of problem-solving in finance, marketing, and operations. Course topics include spreadsheet design, modeling for statistical analysis, charting, data retrieval, decision-making, what-if analysis, and VBA (Visual Basic Applications). Students will improve their proficiency in using spreadsheet applications and advanced spreadsheet features through the use of software such as Excel. **Prerequisite: CIS 110 or competency in productivity software.**

**CIS 323 (3 sh) Business Data Communications and Networking**
This course provides the fundamental, such as concepts, models, standards, and protocols, of data communications, networking, distributed applications, and network management and security. These concepts are presented in a way that relates specifically to the business environment and the concerns of business management and staff. This course also provides the student with a solid grasp of the technical foundation of business data communications including LANs, MANs, WANs, intranets, the Internet.

**CIS 331 (3 sh) E-Business/E-Commerce**
This course focuses on the linkage between organization strategy and networked information technologies to implement a rich variety of business models in the national and global contexts connecting individuals, businesses, governments, and other organizations to each other. **Prerequisite: CIS 300**

**CIS 360 (3 sh) Advanced Business Application Programming**
This course introduces the knowledge and skills to design and writing programs using C++ programming language and its object-oriented programming technology. The topics include the concepts of functions, arrays, records, pointers, classes, inheritances, overloading, and recursions with binary and linear searches. The program examples written in fine and readable codes will be illustrated. The class consists of both the lectures and lab sessions with on-hand practice. Some programming assignments will be given to the students based on the progress of the class. **Prerequisite: CIS 313**

**CIS 425 (3 sh) Database Management Systems**
This course provides the student with an introduction to the theory and practice of applying database technology to the solution of business and other information-related
problems. An introduction to relational database technology is provided, highlighting the use of Structured Query Language (SQL) and report generation. Database terminology and concepts, data structures, and a comparison of the relational database model with other models (hierarchical, network, and object-oriented) are addressed. Prerequisites: CIS 310

CIS 435 (3 sh) Web Design and Development F/S/SU/OL
This course is an introduction to design, creation, and maintenance of web pages and websites focusing using software tools for creating web material. The topics include Web design projects and critical analysis of existing website design and organization. The students will learn how to critically evaluate website quality, learn how to create and maintain quality web pages, learn about web design standards and why they're important, and learn to create and manipulate images. The course consists of both lectures and lab sessions with hands-on projects. Some web programming assignments will be given to the students based on the progress of the class. Prerequisites: CIS 310

CIS 455 (3 sh) Cybersecurity
In this course, students will study the fundamental issues involved in maintaining security in the digital environment. Topics include but are not limited to techniques for addressing known (e.g. DDOS attacks) and unknown vulnerabilities to computers and mobile devices. These include the exploration of public and private networks; information systems; cloud computing; confidentiality, integrity, availability; and "securing the human." Additional topics may include access controls, encryption, and information assurance.

CIS 460 (3 sh) Global, Economical, Social, and Ethical Issues in Computers
This course introduces issues and concepts about technological development and its impact upon individuals, organizations, society, and culture. Information technology's impact upon organizational and societal structures is studied in depth. A theoretical framework is developed for understanding the relationship between technology and its environment, including ethical and legal dimensions.

CIS 483 (3 sh) Systems Development Project
This course focuses on project management through critical examinations of project planning, design, production, documentation, and presentation techniques. The course distinguishes among the three primary purposes of project management: (1) planning and scheduling project tasks, (2) critical diagnosis and prediction of success or failure in meeting schedules, and (3) estimation of requirements for the project. Topics include: problem identification and definition, project design and analysis, feasibility measures, project charting methods (PERT, GANTT, CPM), process documentation techniques, information modeling, project design specifications and error diagnosis, and task monitoring. Various software packages are used as tools to assist in all phases of project management, development, and presentation. Prerequisite: Senior standing.

CIS 485 (3 sh) Special Topics in Computer Information Systems
The selected topics course focuses on a specific information/technology system such as, but not limited to computer hardware, operating systems, applications, or programming languages. The department will determine subject matter according to industry trends, students’ needs or interests. Prerequisites: CIS 300, or permission of the instructor; junior or senior standing.

CIS 495 (3 sh) Information Resource Management
This course is the capstone course in the Computer Information Systems curriculum. Topics include the roles and management of technology and technologists in contemporary organizations, as well as databases, networks, applications development,
the organizational applications portfolio, assessing return in information technology investments, and the potential impacts of technology trends on organizations.  

Prerequisites: Senior standing.

**CJC 210 (3 sh) Introduction to Criminal Justice and Criminology**  
F/S/OL  
This course provides an introduction to the criminal justice system and the study of theories of causation pertaining to criminal behavior.  
GER Social/Behavioral Science

**CJC/SOC 250 (3 sh) Family and Domestic Violence**  
OL  
This course focuses on the theoretical underpinnings of the causes of violence and societal response to violence in the family and between domestic partners.  
GER Perspective  
Prerequisites: CJC 210 or SOC 210.

**CJC/SOC 295 (3 sh) CJC & Sociology Seminar**  
F/S/OL  
This course provides the foundation for competence in technology utilized in the program, critical thinking and academic writing in the social sciences.  
Prerequisites: ENG 111 and either CJC 210 or SOC 210, or permission of the Chair.

**CJC/SOC 305 (3 sh) Social Services**  
OL  
This course examines the varied forms of social service agencies available as well as the tools and knowledge necessary to become a provider of services in the field.  
Prerequisites: CJC/SOC 295 or permission of the Chair.

**CJC 310 (3 sh) Juvenile Justice Systems and Processes**  
S/OL  
This course examines the specialized system and processes developed to treat delinquent juveniles as well as the theories of causation pertaining to delinquency.  
Prerequisites: CJC/SOC 295 or permission of the Chair.

**CJC 320 (3 sh) Law Enforcement Systems and Processes**  
F/OL  
This course examines the organizational structure of law enforcement agencies, police-citizen interaction, and theoretically-based strategies for law enforcement.  
Prerequisites: CJC/SOC 295 or permission of the Chair.

**CJC 330 (3 sh) Court Systems and Processes**  
F/OL  
The course examines the structure of the American court system, courtroom actors and procedures, case dispositions from indictment to sentencing, and the appellate process.  
Prerequisites: CJC/SOC 295 or permission of the Chair.

**CJC/SOC 335 (3 sh) Victimology and Advocacy**  
S/OL  
This course examines the plight of victims and theories pertaining to victimization, as well as the many and varied advocacy groups that assist victims of crimes.  
Prerequisites: CJC/SOC 295 or permission of the Chair.

**CJC 340 (3 sh) Correctional Systems and Processes**  
S/OL  
This course examines the purposes and various forms of punishment meted out to convicted individuals, as well as efforts at rehabilitation and reintegration of offenders into society.  
Prerequisites: CJC/SOC 295 or permission of the Chair.

**CJC/SOC 345 (3 sh) Sociology of Deviance**  
OL  
This course examines the various forms of deviant behavior, how deviant behavior becomes labeled as criminal, and theories that purport to explain deviant behavior.  
Prerequisites: SOC/CJC 295 or permission of the Chair.
CJC 350 (3 sh) Criminal Justice Administration  
This course examines a variety of management techniques employed in criminal justice agencies, the varied degrees of success, and best practices based on size and purpose of organization.  
Prerequisites: CJC/SOC 295 or permission of the Chair.

CJC/SOC 355 (3 sh) Drugs, Crime and Society  
This course examines drug crimes as a social problem through a historical perspective of its proliferation in society and the efforts of law enforcement to combat the consequences.  
Prerequisites: CJC/SOC 295 or permission of the Chair.

CJC/SOC 361 (3 sh) Comparative Justice Systems  
This course provides a combination of theoretical and systems analysis of justice systems from a global perspective. It examines philosophies behind societal perspectives from which systems originate as well as the varied processes employed and outcomes realized.  
Prerequisites: CJC/SOC 295 or permission of the Chair.

CJC/SOC 365 (3 sh) Terrorism and Homeland Security  
This course examines the phenomenon of terrorism from the insurgence of terrorist groups to the responses of the criminal justice complex at the local, state, national and international levels.  
Prerequisites: CJC/SOC 295 or permission of the Chair.

CJC 370 (3 sh) Criminal Law and Social Control  
This course examines the sources of law in America, the general and specific components, statutory interpretation, and practical application of criminal law at both the federal and state levels.  
Prerequisites: CJC/SOC 295 or permission of the Chair.

CJC 380 (3 sh) Criminal Procedure and Individual Rights  
This course examines the role of the Bill of Rights on the criminal justice process from police interaction on the streets to offender rights during trial, sentencing and the appeal processes.  
Prerequisites: CJC/SOC 295 or permission of the Chair.

CJC/SOC 401 (3 sh) Research Methods for Social Sciences  
This course examines the various types of research, elements of research design, and how to assess research in the extant literature and practices in social sciences.  
Prerequisites: CJC/SOC 295 or permission of the Chair.

CJC/SOC 405 (3 sh) Data Analysis for Social Science Research  
This course examines methods of data analysis for quantitative, qualitative and evaluative studies. Emphasis is placed on quantitative data analysis and the logic of statistics.  
Prerequisites: CJC/SOC 295 and MAT 120 or permission of the Chair.

CJC/SOC 421 (3 sh) Theoretical Perspectives in Social Science  
This course examines broad theoretical perspectives in which to frame societal issues in context. It provides the foundation for understanding the theories, systems, topics and issues in the program.  
Prerequisites: CJC/SOC 295 or permission of the Chair.
CJC/SOC 430 (3 sh) Criminological Theory     F/OL
This course examines more specific theories germane to criminality and delinquency from the purported impact of individual characteristics to the influence of environmental factors. Prerequisites: CJC/SOC 295 or permission of the Chair.

CJC 450 (3 sh) Special Topics     TBA
This course covers a criminal justice or criminology topic not normally covered in-depth in other course offerings in the program. Topics are selected by the faculty and presented as a full-term course and not as an independent study. Prerequisites: CJC/SOC 295 or permission of the Chair. May be repeated.

CJC/SOC 460 (3 sh) Special Topics     TBA
This course covers a criminal justice or criminology topic in societal context not normally covered in-depth in other course offerings in the program. Topics are selected by the faculty and presented as a full-term course and not as an independent study. Prerequisites: CJC/SOC 295 or permission of the Chair. May be repeated.

CJC/SOC 465 (3 sh) Independent Study     TBA
This course allows students to explore a criminal justice, criminology or sociological topic not normally covered in-depth in other course offerings in the program. Topics are selected by the student who must solicit a faculty member to facilitate the course, which must be approved by the Chair. Prerequisites: CJC/SOC 295 and permission of the Chair. May be repeated.

CJC/SOC 475 (3 sh) Field Internship     F/S/OL
This course offers the opportunity for credit for a field internship in a criminal justice or social service agency. Students must complete 120 internship hours and fulfill academic requirements. Students must collaborate with an acceptable agency and submit a proposal to the department Chair for consideration. Prerequisites: CJC/SOC 295 and permission of the Chair.

CJC/SOC 481 (6 sh) Field Internship     F/S/OL
This course offers the opportunity for credit for a field internship in a criminal justice or social service agency. Students must complete 240 internship hours and fulfill academic requirements. Students must collaborate with an acceptable agency and submit a proposal to the department Chair for consideration. Prerequisites: CJC/SOC 295 and permission of the Chair.

CJC/SOC 496 (3 sh) Senior Research Project     S/OL
This course is designed to serve as the capstone course for students upon completion of all of the required program courses. The student must select a criminal justice/criminology topic for investigation and develop a comprehensive thesis proposal in preparation for execution and analysis. Prerequisites: CJC/SOC 401 and 405 and permission of the Chair.

COE 491, 492 (1 sh, 2 sh); 493–496 (3 sh each)
Co-op Work Experience:
These courses provide careful monitoring of students in a part- or full-time work experience, not including existing employment. Learning by applying classroom theory in a job related to the major/minor career objectives. Graded as pass/fail with hours counting toward graduation, but no grade points given.
ECO 201 (3 sh) Principles of Microeconomics
This course is a study of basic microeconomic principles in various market conditions
applied to alternate solutions to current domestic and international problems. These
economic problems include the areas of agriculture, collective bargaining, monopoly
power, international balance of payment, economic growth, and the environment.
GER Social Science or Perspective

ECO 202 (3 sh) Principles of Macroeconomics
This course is a study of basic macroeconomic principles and theories including supply
and demand, national income, banking and credit creation, business cycles, analysis of
governmental monetary and fiscal policies with emphasis on current practical
application in the American economy.
GER Social Science or Perspective

ECO 300 (3 sh) Microeconomics
This course is a study of the social science of economics. Students will be taught to apply
economic concepts – addressing the concept of opportunity cost, decision making at the
margin, counter-factual reasoning, the principles of cost-benefit analysis, and shifting of
incentives to achieve outcomes. The basic model of supply and demand will be reviewed
in detail and applied to a variety of challenging topics.

ECO 301 (3 sh) Economics for Managers
This survey course in general economics develops the basic principles of micro- and
macroeconomic analysis and rigorously employs them as tools for practicing managers
rather than as an end in themselves. Economic concepts, such as property rights, supply
and demand, opportunity costs, and transaction costs will be applied to current
economic and social problems and issues.

ECO 310 (3 sh) Money and Banking
This course is a study of monetary systems, banking structures, practical banking
problems, and international finance. Prerequisites: ACC 300, ECO 301

ECO 420 (3 sh) Investments
This course is a study of principles of selecting investments and methods of portfolio
analysis. Prerequisite: ACC 300 and ECO 300

EDU 100 (1 sh) Orientation to American Education
F/S/OL
This course is a study of the history and foundation of education in the United States
that includes the duties of the professional educator, and examines the support,
control, organization and administration of schools and contemporary trends and issues.

EDU 101, 102, 201, 202, 301, 302 (.5 sh each) Professional
Studies for Teacher Education:
F/S
This is a series of development activities designed to expand the professionalism of
teacher education majors that includes active membership in the Prospective Teacher
Association, Praxis presentation, a professional reading list, the Braswell Symposium,
and a series of education seminars. Continuous enrollment is required of all education
majors.

EDU 105 (2 sh) Cross-cultural Communications
F/S
This course is the study of the various cultures of the world with emphasis and focus on
developing the ability to communicate with students, parents, and others involved with
the education of children to make language and culture come alive. It introduces the
essential elements of Spanish structure and vocabulary, the cultural aspects of the
Spanish-speaking world and aural comprehension.
EDU 210 (3 sh) Introduction to Education   F/S/online
This course is a study of the history and foundations of education in the United States that includes duties of the teacher, support, control, organization and administration of schools; and contemporary educational trends and issues.

EDU 215 (3 sh) Seminar: PRAXIS I    F/OL
This course will focus on developing skills that will be assessed on the Praxis I Assessment. It will provide the student with a comprehensive diagnostic review and practice of the reading, writing and math materials presented on the exam. The course will focus on developmental skills, test taking strategies, preparing targeted study plans, and reading test questions critically. (Prerequisite: sophomore standing, permission of the instructor)

EDU 216 (1 sh) Seminar: PRAXIS I—Reading   F/S/OL
This course will focus on developing skills that will be assessed on the Praxis I Assessment. It will provide the student with a comprehensive diagnostic review and practice of the reading materials presented on the exam. The course will focus on development skills, test taking strategies, preparing targeted study plans, and reading test questions critically. (Prerequisite: sophomore standing or permission of the instructor).

EDU 217 (1 sh) Seminar: PRAXIS I—Mathematics   F/S/OL
This course will focus on developing skills that will be assessed on the Praxis I Assessment. It will provide the student with a comprehensive diagnostic review and practice of the math materials presented on the exam. The course will focus on development skills, test taking strategies, preparing targeted study plans, and reading test questions critically. (Prerequisite: sophomore standing or permission of the instructor).

EDU 218 (1 sh) Seminar: PRAXIS I—Writing   F/S/OL
This course will focus on developing skills that will be assessed on the Praxis I Assessment. It will provide the student with a comprehensive diagnostic review and practice of the writing materials presented on the exam. The course will focus on development skills, test taking strategies, preparing targeted study plans, and reading test questions critically. (Prerequisite: sophomore standing or permission of the instructor).

EDU 250 (3 sh) Education Technology:   F/S/online
This course is a study of the relationship between theories of learning and technology for instructional and professional use that reviews basic computer applications and instructs in expanded applications for educators. Emphasis is placed on design, selection, and production of instructional materials using computer-generated presentations, and interactive multi-media.

EDU 255 (3 sh) Creative Activities:   F/S/online
This course is a study of planning and implementing developmentally appropriate experiences that integrate art, music, creative dramatics, and movement activities for young children, from infancy through age five.

EDU/HLH 265 (3 sh) Health, Safety, and Nutrition For Young Children:   F/S/online
This course prepares early childhood educators to evaluate the health status of young children, to develop methods for healthy and safe environments, and to implement and facilitate activities that promote health, safety, and nutrition for young children.
Students will be exposed to assessment tools, regulations governing health, safety, and nutrition issues, and standards of care for young children.

**EDU 303 (1 sh) Junior Practicum I**  
This course is designed to provide structured and progressive access to the classroom by including opportunities to observe and engage in reflective discussion of curriculum and instructional practices, school governance and organization, and school and community relationships. Students will engage in tutoring activities and will serve as an instructional assistant to the professional licensed teacher. Prerequisites: EDU 101, 102, 201, 202 or permission of the instructor

**EDU 304 (1 sh) Junior Practicum II**  
This course is designed to provide additional structured and progressive access to the classroom by including opportunities to observe and engage in reflective discussion of curriculum and instructional practices, school governance and organization, and school and community relationships. Students will engage in tutoring activities and will serve as an instructional assistant to the professional licensed teacher. Prerequisite: EDU 303

**EDU 305: (3 sh) Orientation to the Early Childhood Education Program**  
Modular  
This course is a survey of early childhood programs and developmentally appropriate practices for typically and atypically developing young children. It includes history of the field, theoretical and educational designs, the theoretical foundations of play, and goals for early childhood education. Emphasis is on observation and comparison of programs, the use of educational technology for course delivery and communication, APA style writing, Standard English basics for the early childhood professional, and other resources needed for ECE student success. (Prerequisite: 48sh including ENG 111, ENG 112, HIS and PSY)

**EDU 312 (3 sh) Careers in Agricultural Education**  
F/S  
This course is an analysis of career paths in agriculture and education focusing on relationships, trends, and employment standards. It focuses on managing change, balancing career, community, and personal goals. Education and industry representatives present real world workforce perspectives and expectations.  
Prerequisite: EDU 100

**EDU 316 (3 sh) Student Organizations and Leadership**  
S  
This course will develop focus on the theories, principles and techniques for organizing, administering and supervising student organization activities. Prerequisite: AGS 115 or permission of instructor.

**EDU 318 (3 sh) Experiential Learning in Agriculture**  
F  
This course will include planning, organizing, implementing, supervising and evaluating Supervised Agricultural Experience (SAE) programs in agriculture. Prerequisite: AGS 115 or permission of instructor.

**EDU 325 (3 sh) Assessment and Evaluation of Young Children:**  
Modular  
This course is a study of the principles and practices of types of assessments of young children and early childhood programs (informal, formal, rating scales, portfolios, anecdotal records, and standardized tests) and of the use of these assessments in various learning environments (day care centers, special programs including Head Start, and public schools). It examines the assessment of culturally diverse populations and children with special needs. Discussion, analysis, problem solving, and goal setting follow observation of infants/toddlers in approved childcare settings. Six to eight practicum hours and student reflections are required. Prerequisite: EDU 305, 335 and 351
EDU 330 (3 sh) Curriculum and Methods for Infants and Toddlers: Modular
This course is a study of exemplary approaches to the education of infants and toddlers (birth—three) with emphasis on developmentally appropriate settings and curriculum activities for very young children, positive guidance, ways of working with parents, and methods of providing a quality program for infants and toddlers. Observation of infants/toddlers in approved childcare settings is followed by discussion, analysis, problem solving, and goal setting. Six to eight practicum hours and student reflections are required. Prerequisite: EDU 305, 335 and 351.

EDU 351 (3 sh) Psychological and Sociological Foundations of Education: Modular
This course is a study of the psychological and sociological variables that impact learning and teaching. It will focus on understanding cognitive, social, and emotional development related to learning and educational settings; learning differences including culture, race, gender, and special needs; behavioral, cognitive, and constructive views of learning; motivation theory; learning environments; effective teaching and assessment; and strategies which encourage positive and social interactions, promote conflict resolution, and develop self-control, self-motivation, and self-esteem in children. It includes observation of infants/toddlers in approved childcare settings followed by discussion, analysis, problem solving, and goal setting. Six to eight practicum hours and student reflections are required. Prerequisite: junior standing.

EDU 355 (3 sh) Early Childhood Development: Modular
This course is a study of child development from conception to age six, with emphasis on cognitive, social, emotional, moral, and physical development. It involves discussion of practicum expectations and goal setting, together with observation of infants/toddlers in approved childcare settings followed by discussion, analysis, problem solving, and goal setting. Six to eight practicum hours and student reflections are required. Prerequisite: junior standing.

EDU 360 (3 sh) Curriculum and Methods of Teaching Young Children: Ages 3-5: Mod.
This course is a study that provides knowledge and development of skills necessary to implement an effective preschool or kindergarten program. It emphasizes curriculum content and design and effective integration of content into an early childhood program built on developmentally appropriate practices. It includes methodology, organization of instruction and learning environments, positive child guidance, classroom management, and prescriptive instructional planning. It will examine state curriculum guides, their relationship to instructional planning and state and local education agencies’ assessments. Observation of young children in approved childcare settings will be followed by discussion, analysis, problem solving, and goal setting. Six to eight practicum hours and student reflections required. Prerequisite: EDU 305, 335 and 351.

EDU 365 (3 sh) Introduction to Exceptional Children TBA
This course is a comprehensive survey of categories of students with disabilities. Emphasis is placed on students in the general curriculum and their development, assessment, identification, and placement. Theoretical, legal, and practical issues are examined.

EDU 370 (3 sh) Exceptional Children in Early Childhood Programs: Modular
This course is a survey of the nature and needs of exceptional children—the gifted, mentally handicapped, learning disabled, speech impaired, physically and health impaired, sensory impaired, emotionally handicapped, and developmentally delayed. Emphasis is placed on specific intervention techniques and practices for children with atypical development. Attention is given to the inclusion classroom model for typically and atypically developing young children. Observation of young children in approved childcare settings is followed by discussion, analysis, problem solving, and goal setting.
Six to eight practicum hours and student reflections are required. *Prerequisite: junior standing.*

**EDU 375 (3 sh) Teaching Exceptional Learners**  
This course is a study of the impact of the diversity found in today’s classrooms. It will examine the best practices in effectively teaching special needs, gifted, and culturally diverse learners. *Prerequisite: EDU 100*

**EDU 380 (3 sh); EDU 381 (1 sh); EDU 382 (2 sh) Special topics**  
This course includes topics not regularly offered, but designed to meet the needs and interests of students. *Prerequisite: permission of instructor*

**EDU 415 Administration and Organization of Agricultural Education Programs (3 sh)**  
This course investigates organizational and administrative leadership concepts, skills and values in relation to agencies, organizations, and institutions. Topics examined include recruitment and marketing strategies, program maintenance, budget development, oversight, and facilities management. Ethical and legal implications are examined and evaluated. *Prerequisite: EDU 312.*

**EDU 417 Program Planning in Agriculture Education (3 sh)**  
This course will discuss principles of program planning applied to educational programs in agriculture; includes theory and field experiences in planning, organizing, and evaluating high school and adult education programs. Includes development of needs assessments, short- and long-term planning goals and program administration. Prerequisite: EDU 316 or permission of instructor.

**EDU 419 (3 sh) Delivering Non-Formal Educational Programs**  
This course addresses adult learning theory and practice, including planning non-formal educational programs, methods of instructional delivery, effective use of instructional technology, marketing educational programs, and evaluation of educational outcomes. Prerequisite AGS 115 or permission of the instructor.

**EDU 421 (4 sh) Literacy and Literature for Early Childhood Education:**  
This course is a study of the development of literacy in early childhood emphasizing language acquisition, communication, emergent reading, emergent writing, and spelling. It includes an examination of and practice with developmentally appropriate curriculum and teaching methods for children’s literature, beginning reading, and the language arts. It explores the roles of teachers and parents in developing literacy, the creation of print-rich environments, and multicultural contributions to literature and literacy. Six to eight practicum hours and student reflections are required. *Prerequisite: EDU 305, 335 and 351*

**EDU 422 (3 sh) Effective Reading Instruction**  
This course is a study of planning and implementing scientifically based strategies instruction which promotes a balanced approach to reading by teaching children to read accurately, rapidly, and with comprehension. It will focus on the five essential components of effective reading instruction, NCLB mandates and the Common Core Standards. The course of study will address the five critical areas for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension and the Common Core Standards which have been designed to improve teaching and learning while identifying the knowledge and skills students need to insure that they meet grade level standards to become fluent readers. *Prerequisites: EDU 100, ENG 235, 236, 271*
EDU 423 (3 sh) Assessing and Evaluating Reading Problems  F/S
This course is a study of the nature and causes of reading problems with an emphasis on
skills relating to the assessment and evaluation of reading difficulties. The major
emphasis will center on diagnosing reading problems, administering appropriate
assessments, evaluating assessment results, and planning instruction to correct and/or
remediate. It is designed to focus on practical applications based on research and
serves the need for specificity in regard to program planning and instructional
techniques by focusing on formal and informal methods and materials used to identify
reading strengths and needs of students. The course will help practicing teachers
determine individual reading disparity to support student learning as they become
competent facilitators of learning. Prerequisite: EDU 422 or permission of the instructor

EDU 425 (3 sh) Internship in Agriculture Education  F/S
This course is a study of the principles and techniques for organizing, administering, and
supervising student organization activities in communities, businesses, and learning
institutions. It includes strategic problem solving and organization development.
Prerequisite: EDU 312

EDU 426 (3 sh) Internship in Agriculture Education II  F/S
This course is a study of the principles and techniques for organizing, administering, and
supervising student organization activities in communities, businesses, and learning
institutions. It includes strategic problem solving and organization development.
Prerequisite: EDU 425

EDU 430 (3 sh) Parent Education and Family Involvement: Modular
This course is a study of the theories and methods of working with parents, including
those with children having exceptional educational needs, and with the agencies that
serve them. Students will develop communication skills that enable them to support,
educate, and involve parents, as well as work effectively with paraprofessionals and
other professionals involved in the child’s total developmental and educational process.
Six to eight practicum hours and student reflections are required. Prerequisite: EDU 305,
335 and 351

EDU 440 (3 sh) Administration of Early Childhood Programs: Modular
This course is a study that acquaints students with the legal, business, and educational
aspects involved in initiating and conducting an early childhood program. It examines
the political, social, and economic factors involved in current mandates for early
childhood education. Other topics examined include professionalism, program and staff
support, staff development, supervision, leadership styles, community agencies and
resources, curriculum development, and the change process. Six to eight practicum
hours and student reflections are required. Prerequisite: junior standing.

EDU 462 (3 sh) Kindergarten Curriculum/Methods OL
This course is an examination of the scope, sequence, and content of the kindergarten
curriculum in language arts, math, science, and social studies as outlined by the North
Carolina Standard Course of Study/Foundations of Learning. Developmentally
appropriate methods for implementing the curriculum are emphasized, following state
and national competencies. This course emphasizes the need for young children to
explore, discover, and construct meaning as they develop the knowledge and skills
required in each content area. Upon completion, students should be able to discuss the
discovery approach to teaching, explain major concepts in each area, and plan
appropriate experiences for children. Prerequisites: EDU 351, 360, 421
EDU 463 (3 sh) Practicum IV Seminar          OL
This course is a practicum in curriculum planning appropriate for preschool/kindergarten children. It includes discussion, student reflections, analysis, problem solving, activity/lesson planning, and presentations. Emphasis is placed on the development of critical thinking and communication skills. Prerequisite: EDU 462

EDU 475 (3 sh) Assessment and Evaluation      TBA
This course emphasizes a comprehensive to the formal and informal assessment of students with disabilities as well as theoretical constructs upon which evaluation of exceptional children is based.

EDU 480 Classroom Management and Organization TBA
This course instructs prospective/current teachers in using methods to establish a positive, nurturing classroom environment through the use of developmental appropriate practices and effective teaching strategies.

EDU 484 Orientation to Teaching (1 sh)         F
This seminar is an introduction to the Consortium for Orchestrating Regional Education, the APPLE Project, and the WEDGES Program. Prerequisite: Admission to the teacher education licensure program.

EDU 485 Facilitation of Learning (6 sh)        F/S
This course addresses the question "How do I maximize learning?" It is a set of practical learning experiences for the beginning teacher that has immediate application in the classroom, in the teaching specialty, and in the school. It includes study of the Standard Course of Study, its use for planning and instruction, learning theory and application, and formative and summative assessment. Prerequisite: Admission to the teacher education licensure program.

EDU 486 Leadership Development (3 sh)         F/S/OL
This course addresses the question "How do I impact my students, my school, my community, and my profession to create meaningful change in academic achievement?" It is a set of practical learning experiences that introduces leadership as a skill expected of a 21st century teacher and that provides leadership training with application to the classroom, the school, and the profession. Prerequisite: Admission to the teacher education licensure program.

EDU 487 Societal Context of Schooling (3 sh)  F/S/OL
This course addresses the question "How can I reach and teach every child?" It is a set of practical learning experiences that helps the teacher set teaching and learning in a societal context and develop instructional and advocacy strategies accordingly. Prerequisite: Admission to the teacher education licensure program.

EDU 488 Reform and Innovation in Education (3 sh)  F/S/OL
This course addresses three questions: "Where are we as a school and school system, where have we been, and where do we need to go?" It is a set of practical learning experiences that introduces the teacher to educational research and debate related to change, reform, and innovation in teaching, learning, assessment, and educational systems with application to the classroom, the school and the profession. Prerequisite: Admission to the teacher education licensure program.

EDU 489 (2 sh) Agriculture Education Research Project  F/S
Students work with extension, governmental agencies, or agribusinesses to develop and understand collaborative working relationships and to develop professional skills. The work includes a research project that requires investigation, experimentation, and
critical examination of studies in agricultural education and related fields. **Prerequisite:** junior standing.

**EDU 490: Senior Research Project I (3 sh)**  
Modular  
This course, fase one of the capstone course for the program, is an extensive research project on a topic in the field of early childhood education. Progress in the research project will be monitored by peers and the professor to support attainment of project goals. **(Prerequisite: EDU 305, 325, 330, 335, 351, 360, 370, 395, 396, 397, 421, 430, 440)**

**EDU 491: Senior Research Project II (3 sh)**  
Modular  
This course, the culmination of the capstone course for the program, is an extensive research project on a topic in the field of early childhood education which is of specific interest and relevance to the student and which will be presented formally in both a written and oral format. In addition, this course will culminate with an exploration of careers in the early childhood field. Students will use this information to complete a professional portfolio which they have developed throughout the course of study for the B. S. in Early Childhood Education. **Prerequisite: EDU 490**

**EDU 493 (2 sh) Senior Practicum**  
F/S  
This course is designed to provide a structured access to the classroom in which they will intern by including opportunities to observe and engage in reflective discussion of curriculum and instructional practices, school governance and organization, and school and community relationships. It will also provide an opportunity for immediate discussion and feedback on professional practice and classroom experiences. **Prerequisites: EDU 303, 304**

**EDU 498 (4 sh) Agriculture Education Senior Research Project**  
F/S  
Students work with extension, governmental agencies, or agribusinesses to develop and understand collaborative working relationships and to develop professional skills. The work includes a research project that requires investigation, experimentation, and critical examination of studies in agricultural education and related fields. **Prerequisite: junior standing.**

**EDU 499 (10 sh) Seminar/ Internship**  
F/S  
The internship is designed to provide future teachers with an opportunity to engage with students in a teaching/learning relationship through professional practice under the supervision of an accomplished clinical teacher and a member of the department of education of the college. Students will engage in all aspects of the teaching/learning process and will assume the duties and responsibilities of the classroom teacher. Reflective analysis and discussion of practice will be a daily component of the requirements of the internship. **Prerequisites: EDU 303, 304, 485, 486, 487, 488**

**EES 110 (3 sh) Introduction to Environmental Science**  
F  
This course is an interdisciplinary study of the interactions of humans with their environment. **Fulfills general education requirement in science. GER Science**

**EES 110L (1 sh) Introduction to Environmental Science Laboratory**  
F  
This course is designed to supplement Introduction to Environmental Science (EES 110) by providing students with hands-on experience in environmental science. Students will perform labs that reflect relevant environmental content such as water and soil quality, alternative energy, contamination, and ecological interactions.
EES 120 (3 sh) Physical Geology  
This course is a study of the composition and structure of the crust, mantle, core, oceans, and atmosphere of the Earth. It examines changes in the Earth due to plate tectonics, volcanic activity, earthquakes, weathering, and geomorphic agents. The geologic time scale and the origin of the Earth will also be included in the course.  

GER Science

EES 120L (1 sh) Physical Geology Laboratory  
This course is designed to supplement Physical Geology (EES-120) by providing student with hands-on experience in geology. Students will interpret topographic maps, identify rock and mineral samples, and solve problems in geomorphology. GER Science

EES 220 (3 sh) Physical Oceanography  
This course is an in-depth study of the origin, structure, and composition of the world’s oceans, and an examination of the geology of the seafloor and continental margins. Special emphasis is placed on the geological processes that shape marine and coastal environments and on environmental issues that impact the quality of the world’s oceans and North Carolina’s beaches, estuaries, and offshore environments. Prerequisites: EES 120 and EES 120L.  

GER Science

EES 320 (4 sh w/lab) Energy and the Environment  
This course is a comprehensive study of the history, present technology, and future trends of energy production methods. The course of study will include conventional and alternative energy production methods; the geology, economics, and risks/benefits of fossil and nuclear fuels; reserves of nonrenewable fuels; the potential of renewable source of energy; the importance of energy conservation and fuel efficiency; the environmental impact of power production and energy policy. Prerequisites: EES 120 and 120 or permission of the instructor.

EES 330 (3 sh) Environmental Geology  
This course focuses on principles of geology and its applications to environmental problems, policy, and ethics. Topics for discussion will include: the concept of sustainability; earth system science and the Gaia hypothesis; natural disasters and catastrophes hazardous to people and property. It will include topics on solid-, chemical-, and radioactive-waste management, ocean dumping, and air pollution. Prerequisites: EES 120/120L, 220/220L, or permission of instructor.

EES/AGE 360 (4 sh w/Lab) Soil Science  
This course is an in-depth study of soils and soil behavior, and how soils are affected by human activities. Topics include the physical chemical and microbiological properties of soils, soil taxonomy, soil ecology, and soil fertility. Prerequisite: CHE 110 or higher or permission of instructor.

EES/AGS 390 (3 sh) Integrated Water Resource Management  
A study that deals with science- and economic-based water resource management for rural, urban, agricultural, and industrial utilization and conservation for natural ecosystems integrated into a web for sustainable consumption on a local, regional, and global landscape. Prerequisites: EES-120/120L or AGB 110 or permission of the instructor.

EES/AGB 420 (3 sh) Environmental and Natural Resource Economics  
This is an introductory, issues-oriented course in the economics of the environment and natural resources. Emphasis will be given to factors involved in making decisions relating to environmental and natural resource issues. The interaction of individuals, institutions,
and technology in problems of establishing and maintaining acceptable levels of environmental quality will be studied. **Prerequisites: AGB 110 and EES 110, or permission of instructor**

**EES 470 (3 sh) Environmental Geology**  
F (even)  
This course defines environmental ethics with respect to earth science and aesthetics; the concept of sustainability; earth system science and the Gaia hypothesis; natural disasters and catastrophes hazardous to people and property. It will include topics on solid-, chemical-, and radioactive-waste management, ocean dumping, and air pollution. Lecture three hours. **Prerequisites: EES 120, 120L and EES 320, 320L or permission of the instructor.**

**ENG 109 (1 sh) Review of Academic Reading and Writing:**  
OL/OD  
This course is designed for transfer students who are one hour short of required hours in composition or who need review of literature and academic writing. It includes reading in and written responses to the genres of poetry, fiction, and drama.

**ENG 110 (3 sh) Fundamentals of English:**  
F/S  
This course is an introduction to the reading, writing, and critical thinking skills necessary to produce effective academic discourse. A grade of C and successful completion of a competency test are required to qualify for enrollment in ENG 111.

**ENG 111 (3 sh) Composition I**  
(C)  
F/S  
This course is an introduction to the analysis and production of academic discourse and to basic research skills. Successful completion of the competency test is required for enrollment in ENG 112. Prerequisites: ENG 110 or demonstration of writing ability.

**ENG 112 (3 sh) ENG 112: Composition II**  
(C)  
F/S/OL  
This course is a continuation of the study of academic discourse, focusing on argument and intermediate research skills. **Prerequisite: ENG 111. NOTE: HON 111 and 112 satisfy the freshman composition requirement. NOTE: HON 111 and 112 satisfy the freshman composition requirement.**

**ENG 210 (3 sh) Introduction to Theatre:**  
F/S/OL  
This course is an introduction to theatrical productions including basic acting techniques, character analysis, and performance. **Prerequisite: ENG 112.**

**ENG 213 Perspectives in World Literature (3 sh)**  
F/S/OL  
This course is a survey of mostly non-Western World Literature across various time periods and genres, with special attention to authors from China, Japan, India and Africa. Students will examine works in poetry, drama, and fiction and discuss genres, poetics, and themes as examples of cross-cultural dialogue. This course requires at least two 3-5 page formal, analytical essays, and weekly in and out-of-class written responses. **Prerequisite ENG 112. GER Literature.**

**ENG 223 Perspectives in British Literature (3 sh)**  
F/S/OL  
This course is a survey of British Literature across various time periods and genres. Students will examine works in poetry, drama, and fiction and discuss genres, poetics, and themes as examples of cross-cultural dialogue. This course requires at least two 3-5 page formal, analytical essays, and weekly in and out-of-class written responses. **Prerequisite ENG 112. GER Literature.**

**ENG 233 (3 sh) Perspectives in American Literature**  
F/S/OL  
This course is a survey of American Literature across various time periods and genres. Students will examine works in poetry, drama, and fiction and discuss genres, poetics,
and themes as examples of cross-cultural dialogue. This course requires at least two 3-5 page formal, analytical essays, and weekly in and out-of-class written responses.  
*Prerequisite: ENG 112. GER Literature.*

**ENG 241 (3 sh) Public Speaking:**  
F/S  
This is a basic course in public speaking providing opportunities for students to develop the poise and confidence necessary to think and speak effectively before an audience.  
*Prerequisite: ENG 112. GER Oral Communication.*

**ENG 243 (3 sh) African-American Literature:**  
F (odd)  
This course is a survey of African American Literature across various time periods and genres. Students will examine works in poetry, drama, and fiction and discuss genres, poetics, and themes as examples major work in the field. This course requires at least two 3-5 page formal, analytical essays, and weekly in and out-of-class written responses.  
*Prerequisite ENG 112. GER Literature.*

**ENG 250 (3 sh) Business Communication:**  
S/OL  
This course is a study of communication skills needed to produce routine career-related writing required of managers and administrators in the workplace, using such forms as memos, executive summaries, and proposals.  
*Prerequisite: ENG 112.*

**ENG 255 (3 sh) Creative Writing and Literary Forms:**  
F  
This course is an introduction to writing poetry, fiction, and nonfiction. Through close and careful reading, students will learn to understand conventions important to each genre. Students will conduct in-depth study and analysis of literary forms including prose (fiction and non-fiction) and poetry. Students will write in and out of class, share work, and give and receive criticism.  
*GER Literature.*

**ENG 260 (3 sh) Introduction to Mass Media:**  
TBA  
This course is an introduction to the purposes and procedures of broadcast and print media, including newspapers, radio, television, newsletters, and the Internet.  
*Prerequisite: ENG 112.*

**ENG 271 (3 sh) Introduction to Language Studies:**  
F (even)  
This course is an introduction to the study of language, emphasizing the origins of language, the historical development of English, the acquisition of language, the relationship of meaning and language use, and the role of linguistic diversity.  
*Prerequisite: English 112.*

**ENG 281 (3 sh) Study and Travel:**  
OD  
This is a course involving classroom study and travel. Course work will include reading, lectures, site visits, a travel journal, and a research assignment.  
*Prerequisites: Sophomore standing or permission of the instructor.*

**ENG 300 (3 sh) Mythology, Fantasy, and Science Fiction:**  
F (odd)  
This course is a study of these genres—their interrelationship and purpose; theories of interpretation and classification; selected readings.  
*Prerequisite: ENG 112.*

**ENG 301 (3 sh) Studies in Poetry:**  
F (odd)  
This course introduces students to the reading and writing poetry, with a focus on both closed forms and free verse. In this introductory course, we will read and write extensively, work on both reading and writing strategies, find poems in the larger world around us, and find engaging ways to share those poems.  
*Prerequisite: ENG 255  
Prerequisite: ENG 112.*
ENG 302 (3 sh): Introduction to Literary Prose    S (even)
This course introduces students to reading and writing literary prose. We will explore the differences between narrative nonfiction and the short story, memoir and stories inspired by life experiences, and more. In this introductory course, we will read and write extensively, learn to identify our own stories and find stories in the larger world around us, and find engaging ways to share those stories. Prerequisite: ENG 112.

ENG 310 (3 sh) Advanced Composition:    F
A continuation of the study of the writing process and research strategies especially recommended for students who plan to pursue graduate or professional study in business, law, or education. Prerequisite: ENG 112.

ENG 312 (3 sh) Technical Writing:    F/OL
This course is a study of writing intended to convey specific technical or specialized information to appropriate audiences using such common forms as reports, proposals, memoranda, etc. with emphasis on day-to-day communications problems in career-related writing. Prerequisite: ENG 112.

ENG 320 (3 sh) Grammar:    F (even)
This course is a review of traditional grammar and the conventions of Standard Written English. Students will spend some time focusing on practical applications of teaching grammar in the classroom, but it would be a useful course for any students who would benefit from a deeper understanding of these principles. Prerequisite: ENG 112.

ENG 330 (3 sh) Early American and Colonial Literature:    S (odd)
This course is a study of early American Literature, from pre-colonization by European settlers through 1776. Prerequisite: ENG 112.

ENG 335 (3 sh) Southern Literature:    F (odd)
This course is a survey of the fiction and poetry of the American South from the Civil War to the present. Prerequisites: ENG 112.

ENG 341 (3 sh) Special Topics:    OD
This course offers students an opportunity to study in a specialized field or area of interest, as determined by the instructor. Prerequisites: ENG 112.

ENG 345 (3 sh) American Modern & Contemporary Literature:    S (even)
This course is a study of major works of American poetry, fiction, or non-fiction written from the beginning of the first World War up to the present. Prerequisites: ENG 112

ENG 346 (3 sh) Immigrant Literature:    F (even)
This course is an in-depth study of prose and poetry that represent immigrant experiences across various time periods and countries. Prerequisites: ENG 112

ENG 351 (3 sh) Studies in Drama:    S (odd)
This course is a study of the development of drama in a global context, including reading and analysis of plays from the Greeks to the present. Prerequisites: ENG 112

ENG/ART 360 & 361 (3 sh) Literary Journal Practicum I and II    F
This course introduces students to literary magazines and literary publishing through reading, discussions, and magazine production. Students will read and evaluate submissions learning the process behind editorial decisions, explore the work of developmental editing, work on design tasks, interact with authors and learn to manage publishing contracts, search for and acquire permissions for publishing visual art, and
other work that is involved in the world of publishing. The course is production oriented. **Prerequisite: ENG 112, ENG 255.**

**ENG 380 (3 sh) Research Methodology:**
This course focuses on the preparation for writing extended research papers in the humanities and social sciences. Special emphasis is placed upon selection of topics, qualitative and quantitative approaches to gathering and interpreting data, critical analyses of academic, peer reviewed sources. By the end of the course, students are required to produce a 15-source evaluative Annotated Bibliography and a formal research proposal. This course is restricted to students with Junior or Senior standing, immediately prior to taking ENG 480. **Prerequisite: ENG 112**

**ENG 420 (3 sh) Early English & Medieval Literature:**
This course is a study of early English literature in Anglo-Saxon and Middle English, with special focus on *Beowulf* and the works of Chaucer. **Prerequisite: ENG 112.**

**ENG 421 (3 sh) Shakespeare and the Renaissance Period:**
This course is a study of early modern English works focusing on Shakespeare. **Prerequisites: ENG 112.**

**ENG 422 (3 sh) British Literature of the 17th Century & Enlightenment:**
This course is a study of late seventeenth and eighteenth century writers, including Milton and his contemporaries, and the development of modern thought in neoclassical style. **Prerequisite: ENG 112.**

**ENG 423 (3 sh) British Literature of the 19th Century to the Present:**
This course is a study of the British Romantic, Victorian and Modernist periods through contemporary British Literature. **Prerequisite: ENG 112.**

**ENG 433 (3 sh) American Renaissance and Realist Literature:**
This course is an in-depth study of selected American authors who follow in the tradition of realism. **Prerequisite: ENG 112.**

**ENG 435 (3 sh) Multicultural American Literature:**
This course is a study of selected topics in American literature, ranging from such sources as African-American, Latino, Chicano, Asian-American, and Native American literatures, Jewish Studies, and Women’s Studies. **Prerequisites: ENG 112.**

**ENG 455 (3 sh) Advanced Poetry Workshop:**
This course is a continuing study of appreciation of poetry writing and an understanding of the poetic tradition. The course also develops workshop practices and critical thinking skills, emphasizing knowledge of poetry writing techniques, revision, and critical analysis of texts. The course requires a short book, review and responses to poetry (assigned texts) in journals in addition to original poetry. **Prerequisite: ENG 301 or permission of instructor.**

**ENG 456 (3 sh) Literary Prose Workshop**
This course is a continuing study of nonfiction and fiction writing designed to refine the student writer’s sense of character, plot, setting, tone, voice, point of view as they relate to the two genres. The course also develops workshop practices and critical thinking skills, emphasizing knowledge of fiction writing techniques, revision, and critical analysis of texts. **Prerequisite: ENG 302, or permission of instructor.**

**ENG 460 (3 sh) Children’s Literature**

The course will focus on children’s and young adult literature, exploring classic and contemporary authors and works in a variety of genres. This course may be especially useful for education majors, but is not limited to these students. **Prerequisites:** ENG 112

**ENG 480 (3 sh) Special Topics Seminar:**
This course helps English majors develop an extensive research project, the culmination of which is a 20-page (minimum) written thesis or 20-page chapbook with critical introduction, and a final 15-minute oral presentation that will operate like an academic conference. Projects can focus on creative work, literary studies or communications studies. **Prerequisite:** ENG 380.

**FIN 320 (3 sh) Corporation Finance**
This course is a study of the common general types of business with emphasis on the corporate form. Course includes the time value of money, financial analysis and management, stock classifications, bonds, capital budgeting, and working capital management. **Prerequisites:** ACC 300, ECO 300.

**FRE 111 (3 sh) Elementary French I:**
This course is an introduction to the French language, with concentration on developing listening and speaking skills, with an emphasis on idiomatic, everyday French; class practice, laboratory, and written assignments to develop reading and writing skills. **GER Perspective**

**FRE 112 (3 sh) Elementary French II:**
This course is a continuation of FRE 111, expanding the study of tenses, verbs, and other morphological and syntactical aspects, with an emphasis on developing oral skills, daily laboratory practice, and written assignments to develop reading and writing skills. **Prerequisites:** FRE 111 or placement by exam. **GER Perspective**

**FRE 211 (3 sh) Intermediate French I:**
This course is a more intensive, detailed study of the language, expanded study of vocabulary and grammar with reading in and discussion of French cultural and literary passages. **Prerequisites:** FRE 112 or placement by exam. **GER Perspective**

**FRE 212 (3 sh) Intermediate French II:**
This course is a continuation of FRE 211, emphasizing oral and written practice, expanded knowledge of grammar and vocabulary, cultural reading, and literary passages. **Prerequisites:** FRE 211 or placement by exam. **GER Perspective**

**FRE 306 (3 sh) Review of Grammar:**
This course is a comprehensive review of French grammar with practice in composition, reading, and speaking. **Prerequisite:** FRE 212.

**FRE 308 (3 sh) Conversation:**
This course is an intensive practice in speaking and reading French. Classroom practice in speaking based on expanded vocabulary acquired through a variety of readings. **Prerequisite:** FRE 212.

**FRE 320 (3 sh) Major French Writers:**
This course focuses on the significant works of representative French writers from all periods of French literature. **Prerequisite:** FRE 212.
FRE 330 (3 sh) French and Francophone Cultures: TBA
This course is a comprehensive survey of French and Francophone cultures. Prerequisite: FRE 212.

FRE 400 (3 sh) Special Topics: TBA
This course involves special studies that are arranged with the instructor. Prerequisite: FRE 212.

FRE 480 (3 sh) Special Topics:
Topics not regularly offered but scheduled to meet the needs and interests of the students. Prerequisite: permission of the instructor.

GRE 111 (3 sh) GRE 112 (3 sh) Elementary Greek: F (odd)/S (even)
This course focuses on instruction in the fundamental elements of grammar with selected readings from the New Testament. GER Perspective

GRE 211 (3 sh) GRE 212 (3 sh) Intermediate Greek: F (even)/S (odd)
This course focuses on advanced grammar and readings from the New Testament. GER Perspective

HCM 300 (3 sh) Introduction to the U.S. Healthcare System
This course is an overview of the U.S. health care system; implications of environmental trends and health care policy on health care organizations; introduction to the financing of health care.

HCM 302 (3 sh) Managing Long-term Care
This course is a survey of funding, organizational structures, regulation, accreditation of long-term care, and how the different types of long-term care fit into the whole health care system; the skills managers need to survive and prosper in this increasingly competitive field now and in the future.

HCM 303 (3 sh) Introduction to Health Insurance and Managed Care
This course is an overview of the characteristics of health care markets, the relation between managed care and hospitals, as well as physicians; policy and management issues related to managed care operation; hospital strategic planning in managed care environment; provision of health care for the indigent.

HCM 322 (3 sh) Human Capital Management
This course focuses on managerial activities related to job description, recruiting, interviewing, hiring, firing, orientation, benefits, appraisal, discipline, and developing clinical and non-clinical personnel.

HCM 352: Healthcare Quality Management
Assuring the quality of health care provided is important from both a business and public health perspective. With growing call for accountability in healthcare quality, healthcare managers must be prepared to address healthcare quality issues as they arise particularly with reimbursement tied to quality of care.

HCM 355 (3 sh) Global Health
This course will focus on introducing students to global health issues such as the relationship between global health and economic development, and important selected thematic areas identifying future trends. The focus of this course is on world and population health and disease. A variety of media will be used to demonstrate health
statistics, disease transmission, and preparedness before emergencies. Health comparisons between countries will be examined to note unique distinctions and inequalities. Nutrition and environmental health concepts are also discussed.

**HCM 401 (3 sh) Statistics**
This course focuses on basic descriptive and inferential statistics as applied in managerial processes; computer-based graphic analysis of data; use of computer-based software; application of statistical process control tools.

**HCM 402 (3 sh) Research Methods**
This course focuses on the use of statistical methodology in health professions research that includes: overview of research methodologies; using databases to locate research sources; guidelines for critiquing published research; development of a basic research proposal. Prerequisite: BUS 302, HCM 401

**HCM 410 (3 sh) Business Policy Strategy in Healthcare**
Overview of the strategic management process; strategic planning in health care organizations from the perspective of the mid-level manager; emphasis on operational level implementation and control. Prerequisite: senior standing

**HCM 483 (3 sh) Senior Research Seminar**
This course is the culmination and presentation of a senior research project approved by the School of Business faculty. Prerequisite: HCM 402

**HCM 493 (3 sh) Internship**
A minimum of 120 hours in a structured healthcare or healthcare-related environment is required to complete the internship requirements for the program. This internship involves experiential learning through contact with the healthcare industry, including healthcare providers, health insurance organizations or governmental agencies involved with health policy/regulatory issues. Students are encouraged to begin the internship after their third class in the major, or between their junior and senior years. Students will have the option of requesting a waiver for this course based on meeting the waiver requirements.

**HEB 111 (3 sh) HEB 112 (3 sh) Beginning Hebrew: F (even)/S (odd)**
This course focuses on instruction in the fundamental elements of grammar and readings from the Hebrew Bible.

**GER Perspective**

**HIS 111, 112 (3 sh each) World Civilization:** 111/F/112/S
This course is a survey of the foundation and development of world civilizations from the prehistoric period to 1500 with emphasis on the political, economic, social, and cultural institutions. HIS 112 is a survey of World Civilization from 1500 to the present. GER HIS and Social/Behavioral Science

**HIS 200 (3 sh) Contemporary World History** Modular/F/S
This course examines the historical factors that led to contemporary world events
GER Social/Behavioral Science or Perspective

**HIS 202 (3 sh) Environmental History: Developed Regions** TBA
This course focuses on the history of interrelationships of population, environment, economy, resources, and current issues in developed regions: United States, Canada, Europe, Russia, Japan, China and Australia.
HIS 203 (3 sh) Environmental History: Less Developed Regions
This course focuses on the history of interrelationships of population, environment, economy, resources, and current issues in less developed regions: South Asia, Southeast Asia, Sub-Saharan Africa, North Africa, the Middle East, and Latin America.

HIS 221, 222 (3 sh each) American History I, II: 221/F222/S
This course is a survey of the history of the United States from the age of exploration and discovery until 1865. HIS 222 is a survey of the history of the United States from 1865 to the present.
GER HIS and Social/Behavioral Science

HIS 223 (3 sh) Major Issues in U.S. History: F/S
This course is a survey of the major issues that have impacted the United States from its beginnings to the present. The course is designed for non-History/Social Studies Education majors.
GER History & Social Science

HIS 240 (3 sh) African American History: S (even)
This course focuses on African-American history from colonial times to the present.
(Required for Secondary and Social Studies education majors)
GER Social/Behavioral Science

HIS 270 (3 sh) Study and Travel: TBA
This course is a foreign study and travel with emphasis on political, cultural, social, and historical development.
GER Social/Behavioral Science

HIS 300 (3 sh) History: Its Nature and Method: F
This course is a survey of historical method, historical thought, and the uses of history.
Permission of the instructor
(Required course for SS EDU Majors)
GER Social/Behavioral Science

HIS 302 (3 sh) Environmental History: North Carolina
This course focuses on the history of interrelationships of population, environment, economy, resources, and current issues in North Carolina. TBA

HIS 310 (3 sh) North Carolina History: F (odd)
This course is a survey of North Carolina History from the period of colonization to the present. Prerequisite: sophomore standing.
(Required course for SS EDU Majors)
GER Social/Behavioral Science

HIS 311 (3 sh) History of Ancient Greece and Rome: F (even)
This course is an examination of the political, social, and cultural developments in Greece from 800 B.C. to 146 B.C. and in Rome from 753 B.C. to 476 A.D. Prerequisites: Sophomore standing and permission of instructor.
GER Social/Behavioral Science

HIS 312 (3 sh) Medieval Civilization, 476-1350: S (odd)
This course is a study of medieval institutions and culture with special emphasis on feudalism and the religious system of the period. Prerequisites: Sophomore standing.
GER Social/Behavioral Science
HIS 313 (3 sh) Early Modern Europe, 1350–1815: F (odd)
This course is a survey of European history from 1350 to 1815, emphasizing the Renaissance, Reformation, Age of Reason, Enlightenment, and French Revolution. 
Prerequisites: Sophomore standing. 
GER Social/Behavioral Science

HIS 314 (3 sh) Modern Europe, 1815 to Present: S (even)
This course focuses on modern Europe from the defeat of Napoleon to the present with emphasis on intellectual movements and Europe’s place in the contemporary world. 
Prerequisites: Sophomore standing. 
GER Social/Behavioral Science

This course is an analysis of the origins, structure, principles, and interpretations of the Constitution. Prerequisites: Sophomore standing. (Required Course for SS EDU Majors) 
GER Social/Behavioral Science

HIS 321 (3 sh) The United States Foundations of the Republic: F (odd)
This course is a study of European colonization, colonial organizations, revolution, and the founding of the republic during the period 1600–1815. Prerequisites: Sophomore standing. 
GER Social/Behavioral Science

HIS 323 (3 sh) The Civil War & Reconstruction: F (even)
This course is an in-depth look at the causes of the Civil War and the subsequent efforts to reconstrcut the nation. Prerequisites: Sophomore standing. 
GER Social/Behavioral Science

HIS/REL 327 (3 sh) History of Religion in America: S (odd)
This course is designed to introduce a student to the history of religion in America, emphasizing the role of Christianity in the development of America institutions and patterns of life. Attention is given to the major denominations and religious movements that affected the climate of religion in America. Open to sophomores, juniors, and seniors. 
GER Social/Behavioral Science

HIS 328(3 sh) Early Modern U.S., 1815-1920: F (odd)
This course is a study of the history of the United States from the end of the War of 1812 to 1920. Prerequisite: Sophomore standing

HIS 329 (3 sh) Modern U.S., 1920 to the Present S (even)
This course is a study of the history of United States from 1920 to the Present. Prerequisite: Sophomore standing.

HIS 330 (3 sh) American Military History: TBA
This course is an in-depth study of American Military History from Colonial times to the present. Prerequisite: Sophomore standing. 
GER Social/Behavioral Science

HIS 340 (3 sh) Women in History: F (even)
This course includes an introduction to the field of Women’s Studies and then considers the varieties and commonalities of women’s experience throughout world history
HIS 355 (3 sh) History of World Religions: F (even)/OL/Modular
This course is a historical study of the major religions of humankind with the aim of bridging the interval between the founding of these religions and their present state. 
*Open to sophomores, juniors, and seniors.*
GER Social/Behavioral Science

HIS 401 (3 sh) History Internship I
This course involves an internship at a local historic site or museum. *Prerequisite: Permission of the instructor.*

HIS 402 (3 sh) History Internship II
This course involves an internship at a local historic site or museum. *Prerequisite: Permission of the instructor.*

HIS 420 (3 sh) Asian History: F (even)
This course is a survey of the history and politics of Asia. *Prerequisite: Sophomore standing. (Middle Grades SS EDU majors only).*

HIS/REL 425 (4 sh) History of Christianity: F (odd)/Modular
This course is a historical study of the events, people and doctrines, which have influenced the growth and development of Christianity from the first to the twenty-first century. *Open to sophomores, juniors, and seniors.*

HIS 430 (3 sh) History of Latin America: F (odd)
This course is a survey of the Caribbean region as well as Central and South America from the pre-Columbian period to the present day. *Prerequisite: Sophomore standing.*

HIS 440 (3 sh) History of Africa: F (odd)
This course is an introduction to the history of the African continent from its earliest beginnings to the modern day. *Prerequisite: Sophomore standing.*

HIS 450 (3 sh) History of the Islamic World: S (odd)
This course is a survey of Islamic history from the beginnings of Islam in the Arabian Peninsula in the 7th Century CE to its expansion into a world-wide faith in the modern day. Consideration will be given not only to the heartland of Islam in the Arab world but also to Asia, Africa, and various minority communities in Europe, Latin America, and the United States. *Prerequisite: Sophomore standing.*

HIS 451 (3 sh) The American South: TBA
This course is a study of the American South from colonial times to the present. *Prerequisite: Junior standing.*

HIS 452 (3 sh) The American West S (odd)
The history of the American West from the Spanish invasion to the present, including changing views of western settlement and the contributions of the following: women and various ethnic and religious groups. Films, lectures and discussions used. *Prerequisite: Junior standing.*

HIS 460 (3 sh) The Vietnam War: S (odd)
This course is a study of the conflict in Vietnam from the beginning of French intervention in 1847 to the end of American involvement in 1975. Panel discussion, films, and lectures used. *Prerequisite: Junior. (Required course for SS EDU Majors)*
HIS 480 (3 sh) History Research Seminar  S
This course is a study in research methodology that includes site visits to manuscript collection, and a major paper. Required of all history majors. Prerequisites: 15 sh of 300/400 level history courses or permission of instructor.

HIS 481-486 (1–6 sh) Special Topics in History:  
HIS 481 Directed Readings in American History  
(Done As A Directed Study)  TBA
This course is a study involving critical analysis, independent research, and writing on a specific topic to be determined by the department according to student’s needs and interests. Open to juniors and seniors only. (HIS 481—required course for SS EDU Majors)

HLH 110 (3 sh) Focus on Health:  F/S/OL
This course is an introduction to the association between fitness and mortality, the relevance of initiating and adhering to a lifetime fitness program, and the effects of a healthy lifestyle on quality of life and longevity.  
GER Health/Wellness

EDU/HLH 265 (3 sh) Health, Safety, and Nutrition for Young Children:  F
This course is designed to prepare early childhood educators to evaluate the health status of young children, to develop methods for healthy and safe environments, and to implement and facilitate activities that promote health, safety, and nutrition for young children. Students will be exposed to assessment tools, regulations governing health, safety, and nutrition issues, and standards of care for young children.

HLH 300 (3 sh) School Health Education:  F (even)
This course is designed to explore the current status and trends of health education in the schools. Emphasis is placed on the methods and materials for implementing health education curricula in grades K–12. Prerequisite: Recreation major with a Physical Education emphasis.

HLH 310 (3 sh) Nutrition  F
This course is designed to study the function and sources of human food, including nutrient requirements, and their relationship to health and disease. Open to sophomores, juniors, and seniors. Prerequisite: HLH 110.

HLH 312 - Health Psychology  S (even)
This course is designed to introduce students to theory and research linking psychosocial factors to physical health and well-being. In addition, this course will also explore health psychology in applied settings. Topics covered include the mind-body relationship, stress and stress management, health behaviors, pain, and psychoneuroimmunology. Prerequisite: PSY 100, HLH 110.

HLH 410 (3 sh) Methods of Teaching Health Education  S
This course covers the foundations of health education and the tools and teaching methodologies for promotion of health and prevention of illness. It will assist health educators identify best practices used to preserve, repeat and analyze what successful strategies work as well as why some strategies fail.

PED/HLH 430 (1 sh)) Health and Physical Education Capstone  F/S
This course will be taken concurrently with student teaching (EDU 499). Purpose of the course is to provide discipline specific instructions, guidance and advice during student teaching. Further, this course will serve as a preparation course for Praxis exam.
HON 111 (3 sh) Great Ideas: F
An exploration of the liberal arts responses to the perennial questions of being, including major Western philosophic, religious & scientific discourse
Satisfies GER for ENG 111

HON 112 (3 sh) Great Works: S
An intensive study of the canonical works of literature, which have shaped Western culture, including critical analysis and research components
Satisfies GER for ENG 112

HON 211 (3 sh) State & Regional Issues: F
This interdisciplinary course includes in depth exploration and intensive research on state and regional issues.
Satisfies a GER requirement for Social/Behavior Science

HON 212 (3 sh) National Issues: S
This interdisciplinary course includes in depth exploration and intensive research on issues facing America. Satisfies a GER for Perspectives

HON 311 (3 sh) The Global Community: F
This interdisciplinary course includes in depth exploration and intensive research on issues facing the Global Community.
Satisfies GER for History/Social Studies (HIS 200)

HON 312 (3 sh) Travel Abroad: S
This course involves classroom study, reading, lectures, and site visits. Past travel sites have included Peru, Athens, Rome and London.

HON 411 (3 sh) Senior Reflections F
This course will facilitate the development of our students’ lifelong learning experiences with particular emphasis on the connections between their chosen vocation/career and the ways in which MOC has played a part in their decisions.

HON 412 (3 sh) Senior Research S
This course is designed for students to develop a project in their major, service or a passion. They may work individually or in groups. An oral presentation will be required

HRM 322 (3 sh) Human Capital Management S/OL/Modular
This course is a study of the theory, methodology and application of human resource planning and development techniques; staffing analysis and planning; career management; management succession and development; and performance improvement. This course emphasizes the role of the human resource administrator in an organization.

HRM 420 (3 sh) Corporate Training and Development F/OL
This course is a study of education, training, and development in corporations. Students learn different forms of employee development and identify, assess and apply the various criteria for business training programs. Prerequisite: HRM 322.

HRM 425 (3 sh) Compensation Management F/OL
This course is a study of compensation theories, policies, systems and practices with emphasis on the design of effective compensation programs. This course views compensation from the employer’s point of view, i.e., reward system and establishing the worth of a job. Prerequisite: HRM 322.
HRM 430 (3 sh) Labor Relations  S/OL  
This course is a study of work-related issues such as individual and group dynamics, conflict resolution, negotiation, bargaining, union relations, OSHA guidelines, state and federal laws and other relevant topics. Prerequisites: HRM 322

HRM 435 (3 sh) Employee Benefits  S/OL  
This course is a study of employer benefits and the role in recruiting and retention. Areas of discussion include: the history of legal framework; ERISA; and such standard benefits offerings as medical, dental, vision, disability, defined contribution and defined benefit, and cafeteria plan options. Prerequisite: HRM 322.

HRM 440 (3 sh) Employment Law  F/OL  
This course explores the laws that govern workplace behaviors and decisions. Areas of emphasis include employment discrimination, sexual harassment, employment contracts (implied and expressed), the Americans with Disabilities Act, wrongful termination, employee leave, privacy issues, wage and hour issues and workplace violence. Prerequisite: HRM 322.

HRM 483 (3 sh) Senior Research Project  F/S/Summer/OL  
This course incorporates concepts, theory, and application of previous courses. The course will be comprehensive and include the following functions: strategic management, workforce planning and employment, human resource development, total rewards, employee and labor relations, and risk management. Prerequisite: senior standing.

HRM 485 (3 sh) Special Topics in Human Resource Development  TBA  
This course involves extensive analysis of components of the human resource system that is oriented toward professional human resource managers. Topics include employee benefits and the legal aspects of human resource management. Integration of human resource system components is emphasized. Prerequisites: MGT 316, HRM 322, senior standing.

HRM 491 (3 sh) Advanced Seminar in Human Resource Management  S/OL  
This seminar focuses on integration of concepts and techniques from the Human Resources curriculum into a framework of applied programs. This course is designed for the human resource professional. It gives students an opportunity to investigate and synthesize various updated concepts of human resource management. Prerequisites: MGT 316, HRM 322, senior standing.

HRM 493 (3 sh) Internship  TBA  
An integrated, supervised Human Resource Management work experience coordinated with the degree program and internship site.  
INT 493, 496 (3 sh, 6 sh) Internship:  
A supervised work experience coordinated with the department and internship site.

IDS 100-199 (1, 2, or 3 sh) Interdisciplinary Studies:  
In this introductory level course a problem, issue, historical period, or culture is examined from the perspective of two or more academic disciplines. No prerequisites.

IDS 200-299 (1, 2, or 3 sh) Interdisciplinary Studies:  
In this intermediate level course a problem, issue, historical period, or culture is examined from the perspective of two or more academic disciplines. No prerequisites.
IDS 200: Religion and Science
This course will examine the relationship between religion and science incorporating historical, scientific, theological, and philosophical perspectives.

IDS 300-399 (1, 2, or 3 sh) Interdisciplinary Studies:
In this advanced level course a problem, issue, historical period, or culture is examined from the perspective of two or more academic disciplines. Prerequisites determined by course designers.

IDS 400-499 (1, 2, or 3 sh) Interdisciplinary Studies:
In this research level course a problem, issue, historical period, or culture is examined from the perspective of two or more academic disciplines. Prerequisites determined by course designers.

LAT 111, 112 (3 sh each) Elementary Latin I, and II  F/S
This course is an introduction to the Latin language and Roman civilization and literature, some emphasis on word study and vocabulary building. Prerequisite for 112: LAT 111 or placement credit.

LAT 211 (3 sh) Intermediate Latin I:  F
This course is a more detailed and intensive study of the language with continued emphasis on vocabulary building and reading Latin prose. Prerequisite: LAT 112 or placement credit.

LAT 212 (3 sh) Intermediate Latin II:  S
This course is a survey of major classical works with emphasis on reading poetry. Prerequisite: LAT 211.

LAT 213, 214, 215 (1 sh each) Translating Classical Latin I, II, III: TBA
These courses focus on sight-reading of selected authors from the classical period. Prerequisite: LAT 212.

LDR 300 (3 sh) Leadership  OL
This is a five-week course offered on the Internet that provides a practical and theoretical study of innovation in organizations. Topics include creativity, problem-solving, and diffusion of innovation.

LDR 340 (3 sh) Case Studies in Leadership  OL
This is a five-week course offered on the Internet that provides applications of leadership concepts that are studied using the case method approach. Prerequisite: LDR 300

LDR 360 (3 sh) Leadership through Innovation  OL
This is a five-week course offered on the Internet that provides a practical and theoretical study of innovation in organizations. Topics include creativity, problem-solving, and diffusion of innovation. Prerequisite: LDR 300

LDR 400 (3 sh) Effective Conflict Resolution OL
This is a five-week course offered on the Internet that provides a practical and theoretical study of resolving conflict in organizations. Topics include types of conflict,
the role of personality, organizational toxicity, and techniques for conflict resolution. 
Prerequisite: LDR 300

**LDR 440 (3 sh) Leading Change**
This is a five-week course offered on the Internet that provides a practical and theoretical study of leadership during periods of organizational transition. This course examines techniques for dealing with resistance. **Prerequisite: LDR 300**

**LDR 460 (3 sh) Creating Effective Teamwork**
This is a five-week course offered on the Internet that provides a practical and theoretical foundation for the development and utilization of effective teams in organizations. **Prerequisite: LDR 300**

**LDR 490 (3 sh) Leadership Capstone**
This course provides a formal setting for students to apply what they have learned throughout the program in for-profit and non-profit organizations. The nature of the project is determined in consultation with an appropriate faculty member. **Prerequisites: completion of 36sh of the core requirements for the Leadership major.**

**MAT 110 (3 sh) Intermediate Algebra:**
This course is a review of the fundamentals of algebra. Topics include: signed numbers, properties of the real number system, exponents, radicals, polynomials, linear equations, and graphing. **MAT 110 is a refresher course intended for students whose SAT scores and/or transcripts indicate a need for the review of the fundamentals of algebra. MAT 110 does not satisfy the GER requirement in mathematics. Three hours of elective credit are granted for successful completion of MAT 110.**

**MAT 115 (3 sh) Foundations of Numbers and Operations:**
This course is designed for K-5 pre-service teachers and emphasizes the understanding and use of the major concepts of number and operations. Topics include problem-solving strategies; inductive and deductive reasoning; history of numeration; numeration systems and place value; sets of numbers; operations and algorithms; number theory; and proportional reasoning.

**MAT 120 (3 sh) College Algebra:**
This course focuses on topics that include a review of basic concepts of algebra (polynomial expressions, integral and rational exponents, radicals, factoring, solving equations) with an emphasis on graphs, algebraic fractions, and models. **GER Quantitative**

**MAT 121 (3 sh) Contemporary College Mathematics:**
This is an activity-based course focusing on quantitative literacy and problem-solving with emphasis on realistic applications from set theory, elementary combinatorics, probability, elementary statistics, geometry, trigonometry and measurement. **GER Quantitative**

**MAT 125 (3 sh) Concepts of Probability and Geometry:**
This course is designed for K-5 pre-service teachers and emphasizes the understanding and use of the major concepts of probability and geometry. Topics include experimental and theoretical probabilities, odds and expectation, random variables, discrete probability distributions, plane figures, polygons and tessellations, space figures, symmetric figures, systems of measurement, and congruence and similarity mappings. **GER Quantitative**
MAT 140 (3 sh) Pre-calculus: F/S
This course is a study of algebraic, trigonometric, exponential, and logarithmic functions with an emphasis on graphs and models.
GER Quantitative

MAT 240 (3 sh) Statistical Methods: F/S
This course is an introduction to descriptive and inferential statistics. Topics include: graphical and numerical summaries of data, correlation and regression, properties and applications of the normal distribution, sampling distributions, confidence intervals, and hypothesis tests for means and proportions. Prerequisite: MAT 120 or equivalent.
GER Quantitative

MAT 255 (3 sh) Calculus I: F/S
This course is an introductory survey of the basic concepts of single variable calculus. Topics include: algebraic, trigonometric, exponential, and logarithmic functions, as well as graphs, theory of limits, derivatives, and integrals with an emphasis on applications in the life, physical, and social sciences, and business. The first of three semesters of unified calculus, this course is suitable for all programs of study requiring or recommending one semester of calculus. Prerequisite: MAT 140 or equivalent.
GER Quantitative

MAT 255L (1 sh) Calculus I for Pre-Engineering Laboratory: F
This course is designed to supplement Calculus I, especially for Pre-Engineering students. The laboratory provides hands-on training in using computer algebra systems (particularly Maple®) to assist in the solution of Calculus based mathematical problems. The first part of the course will emphasize the learning of basic syntax and commands within the computer algebra system. Then the computer algebra system will be used to investigate problems and theory from Calculus. In the case of the key topics of Calculus I (such as limits, differentiation, and maximization problems), the lab will provide students with computer-assisted methods of solution. In addition, other more tangential topics (such as parametric systems, graphical analysis, and Newton’s method) will be covered in a manner that is beyond what is feasible for a traditional lecture course. Co-requisite: MAT 255 or permission of instructor.

MAT 256 (3 sh) Calculus II: S
This course is a continuation of MAT 255. Topics include: Riemann sums, the Fundamental Theorem of Calculus, integration techniques (including trigonometric, exponential, and logarithmic functions), physical and geometrical applications of the integral, and an introduction to sequences and series. Prerequisite: MAT 255.
GER Quantitative

MAT 256L (1 sh) Calculus II for Pre-Engineering Laboratory: S
This course is designed to supplement Calculus II, especially for Pre-Engineering students. The laboratory provides hands-on training in using computer algebra systems (particularly Maple®) to assist in the solution of Calculus based mathematical problems. For key topics of Calculus II (such as integration and volume problems), the lab will provide students with computer-assisted methods of solution. In addition, other more tangential topics (such as Riemann sums, direction fields, and Euler’s method) will be covered in a manner that is beyond what is feasible for a traditional lecture course. Prerequisite: MAT 255L or permission of instructor. Co-requisite: MAT 256 or permission of instructor.

MAT 300 (3 sh) Discrete Mathematics: F (odd)
This course is an introduction to mathematical logic, set theory, mathematical induction, and recursive sequences. It includes applications of discrete mathematics in dynamical
systems, elementary number theory, counting principles, probability, and graph theory.  
Prerequisite: MAT 255 or permission of instructor.

MAT 310 (3 sh) Foundations of Higher Mathematics:  S (even)
This course is an introduction to the basic techniques of constructing mathematical proofs, providing a foundation for more advanced courses in algebra and analysis.  
Topics include: mathematical logic, set theory, mathematical induction, number theory, binary relations, and functions.  
Prerequisite: MAT 255 or permission of instructor.

MAT 315 (3 sh) Topics and Technology in High School Mathematics S
This course is designed to provide an overview of the high school mathematics curriculum with an emphasis on issues and trends, curricular goals, instructional strategies, and the effective integration of instructional technology.  
Prerequisite: MAT 255, EDU 101, EDU 102, EDU 201, EDU 202 and junior standing, or permission of the instructor.

MAT 320 (3 sh) Linear Algebra:  F (even)
This course is an introduction to the theory of vector spaces, linear transformations, and systems of linear equations, matrices, determinants, eigenvectors, diagonalization, and applications.  
Prerequisite: MAT 255 or permission of the instructor.

MAT 321 (3 sh) Modern Algebra:  S (odd)
This course is a study of general algebraic systems and an introduction to the theory of groups, rings, and fields.  Relevant applications may be considered.  
Prerequisite: MAT 255 or permission of instructor.

MAT 330 (3 sh) Applied Differential Equations:  F (even)
This course includes first order equations, linear equations of higher order, initial value problems, and various applications of differential equations.  Additional topics may include: computational solution methods, graphical solution methods, series solutions, and Laplace transforms.  
Prerequisite: MAT 256

MAT 355 (3 sh) Calculus III:  F
This course is a continuation of MAT 256.  Topics include: polar coordinates and parametric curves, infinite series, vectors, curves, and surfaces in space, multivariable functions and derivatives, tangent planes, directional derivatives, and gradients.  
Prerequisite: MAT 256.

MAT 360 (3 sh) Advanced Calculus:  S
This course is a study of Calculus-related topics from a theoretical perspective.  Topics may include: elementary logic and sets, relations, sequences, construction of the real numbers, linear spaces, metric spaces, integration, and differentiation.  
Prerequisite: MAT 355.

MAT 400 (3 sh) Advanced Probability and Statistics:  S (odd)
This course is an introduction to probability theory and the theory of statistical methods.  Topics include: probability rules, conditional probability, random variables, discrete probability distributions, continuous probability distributions, and multivariate probability distributions.  Additional topics may include functions of random variables and limit theorems.  
Prerequisite: MAT 240 and MAT 256, or permission of instructor.
MAT 410 (3 sh) Elements of Modern Geometry: F (odd)
This course is a critical study of Euclidean geometry from modern axiomatic systems, including set theory, logic, and a comparison of Euclidean geometry to elliptic, hyperbolic, and projective geometries. Prerequisite: MAT 255 or permission of the instructor.

MAT 420 (3 sh) Mathematical Modeling and Data Analysis S (even)
This course examines the process of mathematical modeling in the context of real-world problems that can be defined, quantified, and modeled with mathematical procedures. Topics include: discrete dynamical systems, proportionality, geometric similarity, simulation techniques, optimization, and analytic methods of model fitting. The usefulness and limitations of the modeling process will be considered. Prerequisite: MAT 240 and MAT 255, or permission of instructor.

MAT 450 (3 sh) Topics in Applied Mathematics: S (odd)
This course investigates topics of applied mathematics not covered in other courses. Topics will vary, and might be extracted from areas such as numerical analysis, dynamical systems, operations research, statistics, or others. The subject matter of the course will vary based on student interest and needs, and will be determined by the instructor. Prerequisite: MAT 255 and at least three semester hours in Mathematics at or above MAT 300, or permission of instructor.

MAT 451 (3 sh) Topics in Pure Mathematics: S (even)
This course investigates topics of mathematics not covered in other courses. Topics will vary, and might be extracted from areas such as set theory, algebra, number theory, topology, or others. The subject matter of the course will vary based on student interest and needs, and will be determined by the instructor. Prerequisite: MAT 255 and at least three semester hours in Mathematics at or above MAT 300, or permission of instructor.

MAT 490 (2 sh) Research Methods in Mathematics: S
This course will serve as a capstone course for Mathematics majors and Mathematics Education majors. Research and advanced problem-solving will be emphasized, including instruction in using Mathematics typesetting software. Each student will be required to select an area of interest and write a research paper within that area. A class presentation of the final paper will also be required. Prerequisite: Mathematics majors and Mathematics Education majors only; Junior or Senior standing, or permission of instructor.

MGT 311 (3 sh) Fundamentals of Management
This course is a study of the basic functions of management, decision-making, communication, authority, and leadership.

MGT 316 (3 sh) Organizational Behavior
This course is an examination of the theoretical and practical perspectives and experiences in the areas of motivation and human relations; individual, small-group, and inter-group behavior; organizational effectiveness and development.

MGT 340 (3 sh) Introduction to Management Science
This course is a study of the scientific approach to improve management performance including these topics: linear, integer and goal programming; assignment; transportation techniques; and PERT/CPM. The course emphasizes not only the concept and technique of each decision-making tool, but also the realistic applications of the tool and its interpretations. This includes the use of the microcomputer with the most up-to-date decision-making tools. Prerequisite: MAT GER.
MGT 380 (3 sh) Leadership for Managers
This course is a contemporary and practical overview of the systematic process of leadership that includes a demonstration of a variety of skills such as influencing, interacting, following, complying, and initiating. 
Prerequisite: junior standing.

MGT 400 (3 sh) Organizational Development and Change
This course focuses on the examination of the basic theories and research in organizational development. Included are focuses on practical techniques related to the design and management of organizational development programs in business, public sectors, and social service organizations. Prerequisite: MGT 316.

MGT 405 (3 sh) Global Management Models
This course examines the strategic management of firms that conduct business across national boundaries. The course is divided into two parts. The first part is focused on technical principles of multinational strategic management with an emphasis on business models that are unique to multinational enterprises. The second part consists of case studies where models and principles acquired in Part One are applied. Prerequisite: MGT 311

MGT 493 (3 sh) Internship
An integrated, supervised Business Management work experience coordinated with the degree program and internship site.

MGT 495 (3 sh) Exploring Long Range Futures
This inter-disciplinary course applies modern futures study methods to explore socio-economic impacts of issues such as long increases in life-expectancy, depletion of natural resources, alternative energy sources, and drastic shifts in global power balances, artificial intelligence, and radical changes in basic industries. Prerequisite: ACC 300, MKT 351, or permission of the instructor.

MIS 315 (3 sh) Project Management of Information Systems
This course focuses on project management through critical examinations of project planning, design, production, documentation, and presentation techniques. Topics include: problem identification and definition, project design and analysis, feasibility measures, project charting methods (PERT, GANTT, CPM), process documentation techniques, information modeling, project design specifications and error diagnosis, and task monitoring.

MIS 300 (3 sh) Management Information Systems
Management information system (MIS) deals with improving the performance of organizations and people through the use of information technology. This course focuses on four distinct components: information strategy, information technology strategy, information management strategy, and change Management/ implementation strategy through the exploration of Business Information Systems and Cutting-edge Emerging Technologies. Prerequisites: CIS 110 or competency in productivity software.

MIS 331 (3 sh) E-Business/E-Commerce F/S/Summer/OL
The course focuses on the linkage between organizational strategy and networked information technologies to implement a rich variety of business models in the national and global contexts connecting individuals, businesses, governments, and other organizations to each other.
MIS 347 (3 sh) Internet and Social Media Marketing for Business
This course provides the conceptual foundation and practical approach to developing successful social media marketing plans, strategies, major social media platforms, and social media ethics to achieve desired marketing goals. The platform-specific tactics are brought together to create a comprehensive social media marketing plan, with detailed explanations and illustrations from a real world plan. Extensive consideration is given to monitoring, evaluating, and tuning the implementation of social media marketing initiatives. In addition, students are introduced to the most useful quantitative and qualitative social media measurements, along with various ways to estimate an organization's return on investment in social media marketing activities.

MIS 483 (3 sh) Systems Development Project F/S/Summer/OL
At the completion of the Field investigation, the student presents his/her investigative methods, findings, and solutions to the problem in a written document that conforms to the needs of the audience to whom the solutions are addressed and makes a formal presentation of the investigation. Successful completion of the written and oral presentations of the field project is required for completion of degree. Should be the last course student takes in the major.

MKT 351 (3 sh) Fundamentals of Marketing
This course is an in-depth study of the concepts of our present marketing structure.

MKT 352 (3 sh) Consumer Behavior
This course introduces the basic process of, and influences upon, decision-making by individual consumers and organizational buyers, as well as the implications of such information toward the development of marketing strategies. Prerequisite: MKT 351.

MKT 353 (3 sh) Marketing Communications
This course deals with operation and management of the advertising and promotion function with respect to both its positions within the marketing system and its relationship to the other business functions. Prerequisite: MKT 351.

MKT 355 (3 sh) Principles of Retailing
This course is a study of retailing as a part of the marketing distribution phase of a total marketing system. Emphasis is on consumer and market analysis, store layout, merchandising, pricing, and promotional issues and problems. Prerequisite: MKT 351.

MKT 358 (3 sh) Sales Management
This course is a study of the skills and challenges of developing, managing and controlling the sales functions in modern multi-cultural marketing organizations. Prerequisite: MKT 351.

MKT 403 (3 sh) Marketing Research Methods
This course provides a study of marketing function information needs, as well as an understanding of the operation and management of the research process. This research process and its integral parts are studied in detail from the perspectives of providing actionable results and marketing controls. Prerequisites: MKT 351, MAT 240.

MKT 405 (3 sh) Marketing Management
This course will cover marketing theory and terminology. Students will be given the opportunity to apply these principles and concepts to real world, domestic and international, situations. This exploration provides students with an appreciation of the role of marketing in organizational strategic planning, an awareness of how customer behavior and decision data are collected and analyzed in the marketing planning
process, and the confidence to participate with other organizational members to “connect with customers” in a variety of effective and meaningful ways. **Prerequisites:** MKT 351, senior standing.

**MKT 415 (3 sh) International Marketing**
This course is a comprehensive study of international marketing strategies in the context of changing country-specific, regional and global environmental forces. Emphasis is on challenges of marketing programs adaptation and standardization, as well as exploration of ethical issues and best practices. **Prerequisite:** MKT 351.

**MKT 420 (3 sh) Marketing Problems and Strategy**
This course is an in-depth review of marketing strategies and concepts application in resolving current marketing problems. The course focuses on use of case analysis in making marketing decisions, while ensuring organizations-wide market orientation integration and synergy. **Prerequisite:** MKT 351.

**MUS 119 (3 sh) Introduction to Music Theory:**
This is a course designed to introduce the fundamentals of music theory to students with little or no theory background. **Required for music majors who do not earn a C or better on the Theory Placement exam**. This course may count as elective credit only.

**MUS 120–121 (3 sh each) Music Theory I & II:**
These courses begin the five-semester Theory curriculum. Theory I introduces music fundamentals, including the elements of music, pitch, and rhythm identification, key and time signatures, scales, and part writing. Theory II is a continuation of Theory I. **Prerequisite for MUS 120: audition and passing of the Theory Placement Exam with a “C” or above. Prerequisite for MUS 121: MUS 120.**

**MUS 122–123 (2 sh each) Sight singing and Ear Training I and II:**
These courses are designed to facilitate fluency in music reading and writing. **Simultaneous enrollment in Music Theory 120–121 required.**

**MUS 140 (1 sh each) Concert Choir:**
This course focuses on the study and application of basic choral techniques of ensemble singing emphasizing study and performance of sacred and secular choral literature from standard and contemporary repertoires. **Open to all students by audition.**

**MUS 142 (1 sh) Symphonic Band:**
This band is an ensemble of wind, string, and percussion instruments that performs a variety of musical literature. **Open to all students by audition.**

**MUS 146 (1 sh) Vocal Ensemble: Sec. 1= Chamber Choir, Sec. 2=Free Spirit:**
A course designed for students participating in vocal groups directed by faculty members in the Music Department. **Open to all students by audition.**

**MUS 151 (1 sh) Mount Olive College Percussion Ensemble:**
This course focuses on study and application of percussion techniques. **Open to all students.**

**MUS 152 (1 sh) Chamber Ensemble:**
This course focuses on the study and application of instrumental techniques within a small ensemble format. **Open to all students by audition.**
MUS 153 (1 sh) Mount Olive College Strings:  F/S
Study and application of string performance techniques within the ensemble format
Open to all students by audition

MUS 160 (1 sh) Mount Olive College Jazz Band  F/S
This course focuses on the study and application of jazz performance techniques. Open to all students by audition.

MUS 165 (1 sh) Trojan Pep Band  S
This band is the athletic events ensemble of Mount Olive College. Open to all students by audition.

MUS 175 (1 sh) Introduction to Music Education:  F (odd)
This course is a study of the history of public school music education in the United States, philosophies of music education, curriculum development and career options in music education.

MUS 220, 221 (3 sh each) Music Theory III & IV:  220/F/221/S
This course is a continuation of Music 121, including a survey of 18\textsuperscript{th}, 19\textsuperscript{th}, and 20\textsuperscript{th} century techniques and compositional practices. Prerequisite for MUS 220: MUS 121; Prerequisite for MUS 221: MUS 220.

MUS 235 (3 sh) Diction for Singers:  F
This course is the study of Italian, German, and French pronunciation using the International Phonetic Alphabet with emphasis on practical usage in song literature.

MUS 250 (3 sh) Music Appreciation:  F/S/OL
This course is an introduction to the basic elements of music and the use of these elements in the understanding and enjoyment of music including a study of musical forms, styles, and historical periods with an emphasis on listening. Open to all students. GER Fine Arts Humanities

MUS 251 (3 sh) Introduction to Opera:  S (even)
This course is an introduction to operatic repertoire, practices, and styles from 1600 to the present with emphasis on listening and watching video performances. Open to all students. Prerequisite: MUS 250. GER Fine Arts Humanities

MUS 252 (3 sh) World Music:  F
This course is the study of music from non-Western Music cultures, including those of the Balinese, Indian, West African, Latin American, Egyptian, Chinese, Jewish, and Celtic Traditions. Open to all students. GER Fine Arts and Humanities

MUS 253 (3 sh) Introduction to Film Scores  S (odd)
An historical study of the creative and technical aspect of film score production with an emphasis on the work of the great composers of the past 60 years. Open to all students. GER Fine Arts Humanities

MUS 254 (3 sh) American Popular Music  S
This course is a comprehensive survey of American popular music from the 19\textsuperscript{th} century to the present. There is an emphasis on cultural and historical contexts, including political, racial, commercial, and technological considerations. Study includes minstrelsy, blues, jazz, folk, country, theater, rock, Motown, rap, and dance, as well as various sub-genres, with attention to representative recordings. GER Fine Arts Humanities
MUS 260 (3 sh) Introduction to Music Technology:  
This course is an introduction to technology related to the composition, performance and recording of music. Attention will be given to notation software, digital recording, and sound reinforcement and MIDI technology. **Prerequisites:** CIS 110 and MUS 121 or permission of instructor.

MUS 319 (3 sh) Contents & Methods of Teaching Elementary Music (non-music Majors):  
Provides content and methods of teaching elementary music as a mode of communication and creative expression to elementary students of diverse background. 10 Hours of field experience are required. **Prerequisite:** sophomore standing.

MUS 321 (3 sh) Form and Analysis:  
This course is a study of the musical process as observed in the literature of the common practice period. It is based upon both structural and functional analysis of form in Western music from 1600 to the present. **Prerequisite:** MUS 221.

MUS 322 (3 sh) Conducting I:  
This course is a study of basic conducting techniques, score reading and preparation, and rehearsal techniques. **Prerequisite:** MUS 220.

MUS 323 (2 sh) Conducting II:  
This course is a continuation of MUS 322, including a study of choral rehearsal techniques, literature and materials that are appropriate to all choral groups, with an emphasis on student conducting experience. **Prerequisite:** MUS 322.

MUS 324 (3 sh) Orchestration:  
This course is the study, techniques, and history of arranging for orchestra, band, and heterogeneous groups. **Prerequisite:** MUS 221.

MUS 344 (3 sh) Elementary Music Education (Music Majors):  
Curriculum, methods, and materials designed for elementary music, K-6. Observation, planning and teaching experience emphasized. 15 hours of elementary observation are required. **Prerequisite:** sophomore standing.

MUS 345 (3 sh) Secondary Music Methods:  
Develop instructional skills and techniques for the secondary school music classroom. Strategies for choral, instrumental, and non-performance based classes will be covered. Laboratory and fieldwork are required. **Prerequisite:** sophomore standing. **Program:** BS in Music Education

MUS 350 (3 sh) Music History I:  
This course is a study of the history, literature, and stylistic development of the Medieval, Renaissance and Baroque eras. **Prerequisite:** MUS 221 and 250.

MUS 351 (3 sh) Music History II:  
This course is a study of the history, literature, and stylistic development of the Classical, Romantic and 20th Century eras. **Prerequisite:** MUS 250 and 350 or permission of the department chair.

MUS/REL 360 (3 sh) History and Philosophy of Church Music:  
This course is an examination of historical and current trends in Christian church music from both a hymnological and philosophical viewpoint, with an emphasis on the
historical and trans-denominational stylistic and methodological differences associated with congregational song.

**MUS 370 (3 sh) Voice Pedagogy and Literature:**
This course focuses on basic procedures of teaching voice. Materials for solo voice studied and performed. *Prerequisite: two years of private vocal instruction at the college level.*

**MUS 371 (3 sh) Piano Pedagogy and Literature:**
This course focuses on the problems, materials, and methods in teaching piano. *Prerequisite: two years of private piano instruction at college level.*

**MUS 372 (2 sh) Music Curriculum Design and Evaluation:**
This course is a study of scope and sequence in music education, implementation and evaluation of music learning, construction and interpretation of evaluation tools and standard tests. *Prerequisite: MUS 374.*

**MUS 374 (3 sh) Music Methods and Materials:**
This course is a survey of methodology for teaching music in the classroom emphasizing Dalcroze, Kodaly, Orff, and Comprehensive Musicianship methods, technology applications, and music textbooks, and materials for K–12. Field observations and interviews required. *Prerequisite: MUS 373.*

**MUS 376 (3 sh) Choral Methods:**
This course is a study of goals, objectives, methodology, and assessment procedures for teaching choral music. Attention is given to repertoire, vocal training techniques, rehearsal procedures and programming. Field observation required.

**MUS 377 (3 sh) Instrumental Methods:**
This course is a study of the techniques of teaching instrumental music, including marching band techniques, elementary methods, instrument repair, survey of literature and materials, and the organization and maintenance of an instrumental program. *Prerequisite: MUS 273.*

**MUS 378 (2 sh) Marching Band Methods:**
This course is a study of marching band techniques, including drill design, auxiliary units, personnel and equipment management.

**MUS 420 (3 sh) Composition and Arranging:**
This course is an applied study of traditional and contemporary compositional and arranging techniques using computer technology. *Prerequisite: MUS 321.*

**MUS 450 (3 sh) Theory of Church Music Administration:**
The study of the theory of organization and administration of a sacred music program. *Prerequisite: MUS 360 or permission of instructor.*

**MUS 465 (3 sh) Senior Conducting Recital:**
This course is an individually designed program planned and supervised by department faculty preparing a student to conduct either a vocal or instrumental recital. *Prerequisite: Completion of MUS 323 and seven hours of applied music. Enrollment by permission of instructor.*

**MUS 466 (3 sh) Music Internship**
A supervised work experience in music
MUSA 230 (1 sh) Woodwind Methods:  S (even)
Class lessons with attention to woodwind instrument position, embouchure, fingering, methods, and materials for use in music education.

MUSG 230 (1 sh) Brass Methods:  F (odd)
Class lessons with attention to brass instrument position, embouchure, fingering, methods, and materials for use in music education.

MUSK 230 (1 sh) String Methods:  F (even)
Class lessons with attention to string instrument position, bowing, fingering, methods, and materials for use in music education.

MUSR 230 (1 sh) Percussion Methods:  S (odd)
Instruction in the techniques and skills used in playing both pitched and non-pitched percussion instruments

MUSN 131 (1 sh) Guitar Class—Level 1:  F/S
A group class for beginners with little or no guitar experience. Open to all students. One hour per week.

MUSN 132 (1 sh) Guitar Class—Level 2:  F/S
A group class for beginners with some, but limited experience. Open to all students. One hour per week

MUSP 131 (1 sh) Piano Class:  F/S
Open to beginners with no keyboard knowledge. Teaches fundamental of music and keyboard proficiency in simple songs and accompaniments. Two hours per week.

MUSV 131-132 (1 sh each) Voice Class:  F/S
Group instruction for College Choir scholarship students and non-voice majors. One hour per week.

MUS(X) 130 (1 sh) Applied Music-Minor Concentration (Freshman-Sophomore):  F/S
Private instruction for non-music majors and music minors. One half hour per week. The course will be repeated each semester of the student’s freshman and sophomore years. At the end-of-sophomore jury the faculty will determine if the student is prepared to progress to MUS(X) 330. The “X” will be replaced by the applied instrument or voice as listed below.

MUS(X) 330 (1 sh) Applied Music-Minor Concentration (Junior-Senior):  F/S
Private instruction for non-music majors and music minors. One half hour per week. The course can be repeated each semester of the student’s junior and senior years. Prerequisite: approval by faculty during the end-of-sophomore jury. The “X” will be replaced by the applied instrument or voice as listed below.

MUS(X) 135 (2 sh) Applied Music-Major Concentration (Freshman-Sophomore):  F/S
Private instruction for music majors. One hour per week. The course will be repeated each semester of the student’s freshman and sophomore years. At the end-of-sophomore jury the faculty will determine if the student is prepared to progress to MUS(X) 335. The “X” will be replaced by the applied instrument or voice as listed below.
MUS(X) 335 (2 sh) Applied Music-Major Concentration (Junior-Senior):
F/S
Private instruction for music majors. One hour per week. The course will be repeated each semester of the student’s junior and senior years. Prerequisite: approval by faculty during the end-of-sophomore jury. The “X” will be replaced by the applied instrument or voice as listed below.

A = Flute
B = Oboe
C = Clarinet
D = Saxophone
E = Bassoon
F = French Horn
G = Trumpet/Cornet
H = Trombone
I = Euphonium
J = Tuba
K = Violin/Viola
L = Cello
M = Bass
N = Guitar
O = Organ
P = Piano
Q = Conducting
R = Percussion
V = Voice

NUR 300 (3 sh) Transition to Baccalaureate Nursing  OL
An introductory online course that is designed to aid the RN to BSN student on how to improve their critical thinking, research, and communication skills to the baccalaureate level. Students will develop strategies for achieving educational goals that will help them be successful in the undergraduate program as well as in their professional development. Students will also be introduced to the College library and databases, APA formatting (which is necessary for all their core major courses), plagiarism and paraphrasing exercises, and learn how to access all their resources successfully.
Prerequisite: RN to BSN Major Only

NUR 301 (1 sh), NUR 302 (2 sh), NUR 303 (3 sh) Special Topics in Nursing  OL
Current nursing topics will be explored using the most recent evidence based practice literature. Topics include, but are not limited to: geriatrics, genetics, oncology, pain management, palliative care, acute care, intensive care, quality-safety initiatives, nursing care of selected disorders, plus current clinical topics of interest.
Prerequisite: NUR 304; RN to BSN Major Only

NUR 304 (1 sh) Transition to Baccalaureate Nursing  OL
This introductory online course will explain to the new RN to BSN student the University of Mount Olive mission, vision, and the nursing department’s mission, vision and philosophy. The RN to BSN student’s ability to improve their critical thinking, research, and communication skills to the baccalaureate level will be explored. Developmental strategies for achieving educational goals that will help them be successful in the undergraduate program as well as in their professional development will be discussed. Students will also be introduced to the participation guidelines and assignment requirements of the RN to BSN degree program courses, the College library and
databases, APA formatting (which is necessary for all their core major courses), plagiarism and paraphrasing exercises.
Prerequisite: RN to BSN Major Only

NUR 305 (3 sh) Clinical Nutrition
A nutrition course designed specifically for nursing students focusing on targeted general and clinical nutrition topics. Content includes: principles of nutrition, assessment of nutritional status, application of nutritional principles across the life span in the hospital and community; diet therapy in the treatment of selected diseases; nutritional supplements; weight gain and weight loss; impact of culture and spiritual beliefs on diet, and the role of nursing professionals in clinical nutrition.
Prerequisite: NUR 304; RN to BSN Major Only

NUR 310 (3 sh) Introduction to the U.S. Healthcare System
This course is an overview of the U.S. Healthcare System and the implications of environmental trends, healthcare policy, healthcare organizations, and an introduction to the financing of healthcare in America.

NUR 315 (3 sh) Perspectives of U.S. Healthcare in Diverse and Underserved Populations
Examines the United States healthcare system and its interaction with vulnerable populations of ethnicity, gender, socio-economic status, age, geographic location, and religious affiliation regarding access to care. A service-learning component of 10 hours spent with an underserved population will accompany this course.
Prerequisite: NUR 304; RN to BSN Major Only

NUR 320 (3 sh) Introduction to Nursing Leadership
This introductory course introduces the RN to BSN student to the basic principles of leadership in nursing. The management of people and tasks within the healthcare environment, such as teaching assistive personnel the requirements of ensuring security of patient’s medical information and professional ethics, will be explored through the effects of leadership theory. Emphasis is placed on a humanistic model for teaching and learning that stresses interpersonal communication as an essential component of nursing and leadership.
Prerequisite: NUR 304; RN to BSN Major Only

NUR 325 (3 sh) Compassion, Bioethics, and Spiritual Care
The concept of compassion and its place in nursing care will be a source of reflection during this course. In addition, bioethics will be explored utilizing deontological and teleological theories to discuss such nursing issues as life and death, allocation of scarce human resources, dealing with suicide, abortion, and genetics and reproduction. Lastly, spiritual care of patients will be addressed utilizing case scenarios.
Prerequisite: NUR 304; RN to BSN Major Only

NUR 330 (3 sh) Law and Ethics for Healthcare Professionals
This introductory course examines the principles of healthcare law and the U.S. legal system including: Organizations, documentation, privacy, security, release of health information, liability, consent, malpractice, major ethical theories, ethical decision making models, patients’ rights, confidentiality, informed consent, professional relationships, and allocation of scarce resources.
Prerequisite: NUR 304; RN to BSN Major Only

NUR 335 (3 sh) Gerontology and Palliative Care
Examines the older adult from a physiological, psychological, socio-cultural, and spiritual viewpoint and their interaction with the healthcare system today. Health promotion,
chronic illness, disease management, loss, end of life issues and the caregiver’s role are also included in this course. A service-learning component of 10 hours with the population will accompany this course.
Prerequisite: NUR 304; RN to BSN Major Only

NUR 340 (3 sh) Transcultural and Global Nursing
This course explores current social and cultural issues in healthcare including the effects of societal pressures, cultural influences, spirituality, World religions, and diversity on healthcare. In addition, a historical overview of healthcare systems in other countries around the World will be examined including: issues of cost, quality and access, as well as trends such as, cultural diversity, demographic shifts, economics, technological influences and ethical issues impacting healthcare delivery. The student will gain the essential understanding of the continuum of care and examine the impact of integrated delivery systems on care delivery processes and patient outcomes. Spiritual care of patients will be addressed utilizing case scenarios.
Prerequisite: NUR 304, 320, 330; RN to BSN Major Only

NUR 345 (3 sh) Alternative Medicine and Healing Therapies
This course explores the origins, content and evidence surrounding alternative therapies (i.e., Chiropractic, acupuncture, therapeutic touch, herbal remedies, aromatherapy, massage therapy, magnetic therapy, etc.), the providers of these therapies, how and on whom they are used, and their effectiveness.

NUR 350 (3 sh) Global Healthcare
Content includes an historical overview of healthcare systems outside the United States, issues of cost, quality and access, as well as trends, such as, cultural diversity, demographic shifts, economics, technological influences and ethical issues impacting health care delivery. The student will gain the essential understanding of the continuum of care and examine the impact of integrated delivery systems on care delivery processes and patient outcomes.
Prerequisite: NUR 304; RN to BSN Major Only

NUR 355 (3 sh) Integrative Naturopathic Clinical Nutrition
This course explores clinical nutrition from an integrative naturopathic medical perspective that develops clinical reasoning skills and complements other related health science courses, including nursing, chiropractic, dietician, and osteopath programs, where clinical nutrition is an integral or adjunctive part of the curriculum. Students will use patient case studies to practice recognizing the value that nutrients have when they are provided in doses far beyond those found in foods, in their ability to address the unique biochemical needs of patients, and in their powerful pharmacological properties, which can also augment or improve outcomes from pharmaceutical treatments.

NUR 360 (3 sh) Health Policy and Issues in Nursing
This course analyzes the impact of healthcare policy implementation on the nurse’s role in patient care and overall profession. A basic overview of the process of policy implementation and historical trends will be introduced to assist the student understanding the framework of today’s health policy.
Prerequisite: NUR 304, 320, 330; RN to BSN Major Only

NUR 400 (3 sh) Applied Statistics for Healthcare
Professional’s evidence-based practice relies upon analyzing the scientific merit of health care (medicine and nursing) research reports and integrating the results from valid studies into care. Published reports using quantitative methods are examined to determine the validity of study findings and their readiness for implementation into practice. Course focuses on basic descriptive and inferential statistics as applied in
health care processes, exploration of computer based software (SPSS), and application of statistical process control tools. Ethics in health care research is also considered. Prerequisite: NUR 304; RN to BSN Major Only

**NUR 401 (1 sh), NUR 402 (2 sh), NUR 403 (3 sh) Special Topics in Nursing**  
Current nursing topics will be explored using the most recent evidence based practice literature. Topics include, but are not limited to: geriatrics, genetics, oncology, pain management, palliative care, acute care, intensive care, quality-safety initiatives, nursing care of selected disorders, plus current clinical topics of interest. Prerequisite: NUR 304; RN to BSN Major Only

**NUR 410 (4 sh) Nursing Research**  
This course introduces students to the principles and methods of research and emphasizes the application of research in nursing as a product and process. It prepares students to critically read research articles and relate the value of that research to nursing practice and client outcomes; to develop a research problem and literature review; to participate with a research team; and to utilize nursing research in their practice. Confidentiality is emphasized to promote and ensure complete patient privacy. Prerequisite: All RN to BSN courses successfully completed; RN to BSN Major Only; Corequisite: NUR 420, 460

**NUR 420 (3 sh) Introduction to Evidence–Based Practice**  
This course prepares the student to become proficient in the utilization of research, the critical evaluation of research, identification of researchable problems within a variety of practice settings, and the application of research to clinical problems. The course incorporates both quantitative and qualitative research methods, application of statistical analysis of data, the utilization of information systems for accessing, storing and analyzing data, identification of researchable clinical problems, critical analysis and application of existing research, and application of theoretical constructs to frame a research proposal. Class assignments related to evidence based practice are augmented as the student identifies a researchable nursing problem within his/her own practice setting and develops a related research proposal. Prerequisite: All RN to BSN courses successfully completed; RN to BSN Major Only; Corequisite: NUR 410, 460

**NUR 430 (3 sh) Health Policy and Issues**  
This course examines current trends in health care policies; analyzing the impact that policy implementation has on the role of the nurse. Overview of the process of policy implementation and historical trends will be introduced to assist the student in better understanding the framework of today’s health policy. Prerequisite: NUR 304; RN to BSN Major Only

**NUR 440 (3 sh) Community Health Nursing**  
This course will provide students with opportunities to develop a holistic view of the biopsychosocial needs of individuals and multi-problem families in the community. Emphasis is on meeting the health needs of patients in different environmental settings. Students will complete a Community Nursing Observation Experience with a Collaborative Mentor who works in a Community Nursing role, and a Windshield Survey of their local community where they will complete a Community Needs Assessment that can be utilized as the subject for their evidence based practice capstone project proposal. Spiritual care of patients will be addressed utilizing case scenarios. Prerequisite: NUR 304, 320, 330; RN to BSN Major Only; Corequisite: NUR 340, 360
NUR 445 (2 sh) Nursing Professional Development    OL
This course examines nursing as a profession and a discipline and the individual nurse's role as a member of the profession. The student will focus on the ongoing challenges of self-improvement as a professional nurse. An examination of the impact of continuing education, professional organizations, and certifications on the quality of nursing care will be examined. Students will identify career aspirations and pathways to achieve short and long-term professional goals.
Prerequisite: NUR 304, 320, 330, 340, 360, 440; RN to BSN Major Only

NUR 450 (3 sh) Acute Patient Care Nursing Management Strategies    OL
This course analyzes nursing management strategies for nurse managers working in the acute care setting. Nursing management case studies will allow students to discuss and apply various management strategies. The students will study the effects of varying management styles on the acute patient care working environment, staff development, performance evaluation, human resources, budgetary considerations, patient outcomes, and the goals of the institution. A service-learning component of 10 hours with a nurse manager will accompany this course.
Prerequisite: NUR 304; RN to BSN Major Only

NUR 455 (3 sh) Nursing Theory    OL
This course will provide an introduction to the nature of scientific explanation and inquiry as it relates to nursing. Origins and strategies for theory development in nursing will be examined in terms of importance in guiding the development of the profession. Nursing theory will be analyzed as a foundation for nursing practice and research.

NUR 460 (6 sh) Evidence-Based Practice Capstone    OL
This course will provide an introduction to the nature of scientific explanation and inquiry as it relates to nursing. Origins and strategies for theory development in nursing will be examined in terms of importance in guiding the development of the profession. Nursing theory will be analyzed as a foundation for nursing practice and research.
Prerequisite: NUR 304, 320, 330, 340, 360, 440; RN to BSN Major Only

NUR 465 (3 sh) Applied Statistics for Nursing    OL
This introductory course on statistical concepts emphasizes applications to health care professions. The course is designed to prepare students to interpret and evaluate statistics and statistical methods used in published research papers and to make decisions about the appropriateness of specific statistical methods in a variety of settings. Students will learn how to formulate and ask the right questions, how to collect data effectively, how to summarize and interpret information, and how to understand the limitations of statistical inferences.
Prerequisite: NUR 304, 320, 330, 340, 360, 440; RN to BSN Major Only

NUR 470 (3 sh) Nursing Theory    OL
This course prepares the student with the theoretical foundation to function in management level nursing roles across a variety of nursing specialties and health care settings. The student will be prepared to understand, evaluate, and utilize appropriate theories within his/her own practice. Theoretical constructs will include nursing and other relevant theories from the social, organizational, and behavioral sciences. Specific theories addressed include: systems, change, nursing management, and leadership theories, as well as ethical principles in health care and professional role development. Theoretical concepts are augmented by individual projects that require the student to examine his/her practice setting using the above constructs.
Prerequisite: NUR 304; RN to BSN Major Only
NUR 475 (3 sh) Introduction to Evidence-Based Practice
This course focuses on the critical analysis of nursing and health care research and its application to nursing education, nursing practice, and the delivery of health care services. Emphasis is placed on strategies to access current and relevant data, synthesize the information, and translate new knowledge to practice. Ethical issues in the design and conduct of research are addressed.
Prerequisite: NUR 304, 320, 330, 340, 360, 440, 445, 455, 465; RN to BSN Major Only; Corequisite: NUR 495

NUR 480 (3 sh) Professional Role Development
This course focuses on the ongoing challenges of self-improvement as a professional. An examination of the impact of continuing education, professional organizations, and certifications on the quality of nursing care will be examined. Students will identify career aspirations and pathways to achieve short and long term professional goals.
Prerequisite: NUR 304; RN to BSN Major Only

NUR 485 (3 sh) Introduction to Nursing Research
This course promotes the use of research findings as a basis for improving clinical practice. Quantitative and qualitative research methodologies are presented. Emphasis is on the critical review of research studies and their applications to clinical practice. An overview of evidence-based practice is provided.
Prerequisite: NUR 304, 320, 330, 340, 360, 440, 445, 455, 465; RN to BSN Major Only; Corequisite: NUR 495

NUR 495 (3 sh) Evidence-Based Practice Project Proposal
The Evidence Based Practice (EBP) Project Proposal is a faculty-guided scholarly capstone experience that provides evidence of critical thinking and the ability to apply the principles of evidence based practice through a proposed project. In addition, the student will work with a Collaborative Nursing Mentor from the discipline of nursing they wish to explore with their proposed project. The proposal will include: An overview of the problem and its significance to that discipline in nursing, a review of significant literature to support the project, and the proposed methodology/intervention. All students will complete their CITI Training as a Primary Investigator (PI), and submit their IRB application. This will position the RN to BSN student to implement their proposed project upon graduation.
Prerequisite: NUR 304, 320, 330, 340, 360, 440, 445, 455, 465; RN to BSN Major Only; Corequisite: NUR 475, 485

PED 101, 201, 301, 401 (1 sh) Conditioning for Athletes:
This course is specifically designed for student athletes participating in a varsity or junior varsity sport. It includes the study and application of prescribed physical fitness workouts to enhance athletic performance.

PED 102 (1 sh) Golf:
This course is designed to instruct students in the fundamentals of golf with emphasis on various strokes, grip, stance, etiquette, and golf courtesy. Two hours per week for eight weeks.

PED 106 (1 sh) Volleyball:
This course is designed to instruct students in the fundamentals of volleyball, the history of the game, rules, and courtesies. Two hours per week for eight weeks.

PED 119 (1 sh) Badminton:
This course is designed to instruct students in the fundamentals of badminton. Two hours per week for eight weeks.
PED 120 (1 sh) Racquetball:  F/S
This course is designed to instruct students in the fundamentals of racquetball. Two hours per week for eight weeks.

PED 121 (1 sh) Tennis:  F/S
This course is designed to instruct students in the fundamentals of tennis. Two hours per week for eight weeks.

PED 141 (3 sh) Introduction to Exercise Science  F/S
This course is designed to introduce students to the field of exercise science. Upon completion of this course, the student will have a basic knowledge of exercise physiology, exercise prescription (for the apparently healthy and special populations), strength and conditioning as well as the administration and interpretation of standardized physical fitness tests.

PED 180, 181, 182 (1 sh) Special Topics:  F/S
This courses focuses on topics not regularly offered, but scheduled to meet the needs and interests of students.

PED 310/PSY 310 (3 sh) Sport Psychology/Sociology of Sport:  F/S
This course is designed to introduce students to the mental component of sports perform including (1) the relationship of stress, anxiety, goal setting, and concentration to athletic performance, and (2) various psychological skills that aid reaching athletic potential. Social issues in sport will be discussed and will include youth, racism, women, and violence. Prerequisite: PSY 100 or SOC 210.

PED 340 (3 sh) Motor Learning:  F (even)
This course is designed to teach the theory and application of motor skill development and motor activities. Topics include: skill and performance, attention factors, motivational factors, and perceptual motor learning. Prerequisite: BIO 251.

PED 341 (3 sh) Motor Development:  S (odd)
This course is designed to study the changes in motor behavior across the lifespan. Areas of interest include cognitive, social, and perceptual factors that affect development and physical changes throughout life. Prerequisite: BIO 251.

PED 342 (3 sh) Exercise Testing and Prescription:  F (odd)
This course is designed to teach the principles of exercise testing and prescription for the apparently healthy individual. An emphasis is placed on exercise testing and prescription guidelines as recommended by the American College of Sports Medicine. Prerequisites: PED 341.

PED 343 (3 sh) Exercise Testing and Prescription for Special Populations  S (even)
This course is designed to teach the principles of exercise testing and prescription for special populations. It is a continuation of exercise testing and prescription for healthy populations with an emphasis on special medical or health concerns. Topics include: peripheral vascular disease, hypertension, diabetes, obesity, pregnancy, arthritis, asthma, low back pain, children and the elderly. An emphasis is placed on exercise testing and prescription guidelines as recommended by the American College of Sports Medicine. Prerequisite: PED 342.

PED 345 (3 sh) Strength and Conditioning Techniques  S (even)
This course is designed to incorporate research-based knowledge and apply practical applications in order to improve athletic performance, fitness and quality of life for all
populations. It is a study of the physiological and structural changes to the body as a
direct result of many different training techniques (i.e. cardiovascular and
resistance). This is a course designated for Exercise Science majors to increase the
ability to prescribe performance enhancing exercise for various
individuals. Prerequisites: BIO 251, 252, and PED 141

PED 350 (3 sh) Methods of Teaching Physical Education,
Preschool-Grade 5: S (even)
This course is designed to teach the practical application of theories and techniques for
designing and implementing developmentally appropriate physical education curricula
for preschool-grade 5. Two semester hours (2 sh) of lecture and 1 sh of practicum
experience required. Prerequisite: Recreation major with a Physical Education emphasis.

PED 351 (3 sh) Methods of Teaching Physical Education,
Grades 6–12: F (even)
This course is designed to teach the practical application of theories and techniques for
designing and implementing developmentally appropriate physical education curricula
for grades 6–12. Two semester hours (2 sh) of lecture and (1 sh) of practicum
experience required. Prerequisite: Recreation major with a Physical Education emphasis.

PED 370 (3 sh) Sport Management: S
This course is designed for students wishing to acquire a specific and comprehensive
knowledge of sports programs and an understanding of their place and value in
education, recreation and society. Prerequisite: RLS 111 or permission of instructor.

PED 372 (3 sh) Coaching: F
This course is designed to teach the methods, materials, and techniques of coaching
sports including the psychology and philosophies of coaching. Prerequisites: RLS 111 or
permission of instructor.

PED 374 (3 sh) Physiology of Exercise: F (even)
This course is a study of the physiological changes, which occur within the human body
because of stress from chronic physical activity; includes classroom lecture and
mandatory out-of-class physical assignments to provide an understanding of the
beneficial and harmful side effects of activity or inactivity on the cardiovascular,
respiratory, and muscular systems. Focus is on performance in ballistic and endurance
activities at the recreational and athletic levels. Prerequisites: BIO 251, 252.

PED 375 (3 sh) Kinesiology: S (odd)
This course is a study of neuromuscular and mechanical principles of human motion to
provide an understanding of the movement problems encountered in fitness activities
and sports skills. Prerequisites: BIO 251, 252.

PED 400 (3 sh) Test and Measurement of Exercise: F
This course is designed to focus on the collection, organization, evaluation, and analysis
of numerical data in sports and fitness. Areas of interest include: how to measure
knowledge, physical performance and affective behavior. Prerequisite: senior recreation
major or Health and Physical Education Major

PED 402 (3 sh) Adapted Physical Education: F
This course is designed to study the methods for developing motor skills, and promoting
physical fitness and lifelong participation among children with disabilities in physical
education settings. The student will learn about assessment, program planning to meet
individual needs, implementation of adapted activities, and evaluation techniques.
Prerequisites: PED 341, 374
PED/HLH 430 (1 sh) Health and Physical Education Capstone
This course will be taken concurrently with student teaching (EDU 499). Purpose of the course is to provide discipline specific instructions, guidance and advice during student teaching. Further, this course will serve as a preparation course for Praxis exam.

PHI 201 (3 sh) Introduction to Philosophy:  S (odd)/Modular
This course is an introduction to the basic concepts of philosophers through reading and projects. Students will learn to distinguish the traditional categories, such as ontology, epistemology, ethics, and aesthetics. It will also examine the nature of philosophical thinking and the uses or philosophical discourse in the humanities, social science, and science. Reading from Plato, Aristotle, Locke, Hume, Descartes, Hengel, Kant, Kierkegaard, Nietzsche, Rorty, and others

GER Humanities

PHI 210 (3 sh) Critical Thinking: TBA
This course is an examination of informal logic and reasoning skills. Topics include types of arguments, fallacies, syllogistic reasoning, Venn diagrams, and the nature of reasoning in the sciences, including theories and the testing of hypotheses. It is designed to help students improve their problem-solving and decision-making skills. It will also help them to think more clearly, evaluate reasons, and arguments, and better assess what they read and hear.

GER Humanities

PHI 220 (3 sh) Contemporary Moral Problems: TBA
This course is an examination of some contemporary moral problems against a background of philosophical theories of morality, (e.g., Aristotle, Kant, Mill). Other topics may include relativism, religion, and ethics, and the question, “Why be moral?”

GER Humanities

PHI 300 (3 sh) Philosophy of Religion S (even)
This course focuses on select topics and figures to introduce students to critical and philosophical approaches to the study of religion, religious themes, and religious experience. Prerequisite: PHI 201

PHY 110 (4 sh w/lab) Physics for Non-Majors with Laboratory F/S
This is an introductory course on the basic physics of everyday life designed to captivate student interest. It includes motion, speed, velocity, acceleration, vectors and scalars. The course provides a base from which to view the physical world more perceptively and serves as a springboard to involvement in other sciences. Topics in this course will be treated conceptually with a focus on qualitative comprehension more than on mathematical expression.

GER Science

PHY 130 (3 sh) Introduction to Astronomy F/S/OL
This course covers topics on the origin of astronomy, its historical development and current theories, and the methods and instruments used to explore the universe. Emphasis will be placed on planetary geology, stellar evolution, galaxies, and cosmology.

GER Science

PHY 130L (1 sh) Introduction to Astronomy Laboratory F/S/OL
This course is designed to supplement Introduction to Astronomy PHY 130 by providing students with hands-on experiences in astronomy that will help them gain an understanding of the underlying principles of physics and the methods of astronomy that relate to the course of study. Problems in celestial motion, gravity, and density will
be investigated, and students will make nighttime observations of the moon and stars.

**GER Science**

**PHY 221 (4 sh) General College Physics I**  \[ F \]
This course is an introduction to mechanics and thermal physics. Concepts studied include: the description of motion, force, work, and energy. Behavior of elastic and fluid materials subject to applied forces is investigated. Thermal physics includes: concepts of temperature and heat entropy, thermal expansion, heat capacity, and heat transfer modes. Meets six hours per week—lecture, three hours, laboratory, three hours. **Prerequisite:** MAT 140 or equivalent.

**PHY 222 (4 sh) General College Physics II**  \[ S \]
This course is a continuation of PHY 221. Topics include: vibrations and waves, electricity and magnetism, selected topics in optics. Wave phenomena include: waves in solids, liquids, and gases. Electricity and magnetism includes: the basic nature of electrical charge and the forces between static and moving charges. Optics includes: properties of light, mirrors, and lenses. Meets six hours per week—lecture three hours, laboratory, three hours. **Prerequisite:** MAT 140 or equivalent and PHY 221.

**PHY 310 (3 sh) Classical Mechanics**  \[ F (odd) \]
This course treats theory and applications of classical mechanics from a modern perspective. It focuses on Newtonian and Lagrangian formulation of the laws of motion. Application and modern computational solution methods are emphasized. **Prerequisite:** PHY 221 or equivalent and MAT 255 or equivalent. MAT 330 recommended.

**PHY 320 (4 sh) Fluid Mechanics**  \[ S (even) \]
This course develops the concept of fluid continuum. It presents basic conservation laws, explores concepts of pressure, viscosity, and low properties for Newtonian fluids. It also discusses potential flows and introduces the boundary-layer approximation. Correlations involving dimensionless variables and modern computational solution methods are emphasized in applications. **Prerequisite:** PHY 221 or equivalent and MAT 255 or equivalent. MAT 256 and MAT 330 recommended.

**PHY 330 (4 sh) Heat Transfer**  \[ F (even) \]
This course is a review of thermal properties of materials; first and second laws of thermodynamics. Central topics discussed are: heat transfer by conduction, convection and radiation. Correlations involving dimensionless variable and modern computational solution methods are emphasized in application. **Prerequisite:** PHY 221 or equivalent and MAT 255 or equivalent. MAT 330 and PHY 320 recommended.

**PHY 331 (4 sh) University Physics I**  \[ F \]
This course is similar to PHY 221, but uses concepts from calculus to develop and express physical principles. Meets six hours per week—lecture three hours, laboratory, three hours. **Prerequisites:** MAT 250 or MAT 260, or MAT 261 or equivalent.

**PHY 332 (4 sh) University Physics II**  \[ S \]
This course is similar to PHY 222, but uses concepts from calculus to develop and express physical principles. Meets six hours per week. **Prerequisite:** PHY 331.

**PHY 350 (3 sh) Radiation Physics I**  \[ F (even) \]
This course is an introductory course on Biological effects of radiation and Radiation Therapy, covering an introduction to radiation, their types and interaction with matter and human body. The effect of radiation on human body and the variation in those effects with changing the types of radiation and radiation doses. It introduces new terms like RBE (Radiobiological Equivalent) and LET (Linear Energy Transfer). It focuses
on physics or Radiation Therapy including treatment planning, Therapeutic Ratio, use of fractions and Oxygen in treatment. Body irregularities and non-uniform density, introduction to tissue compensators, collimators and Isodose Curves and introduction to IMRT (Intensity Modulated Radiation Therapy) Prerequisites: PHY 222, BIO 251, BIO 252, MAT 140.

PHY 351 (3 sh) Radiation Physics II S (odd)
This course is an introductory course on Diagnostic Radiology and Nuclear Medicine, covering properties and production of X-rays and Gamma-rays, radiological images and their qualities, phosphors-fluorescent materials, radiographic films, mammography, Computed Tomography (CT-Scan), Cancer detection, Risks in Radiography, introduction to Nuclear Medicine, radioisotopes, detection of radiation, Scintillation detector and Geiger Counter, Gamma-Camera, Permissible doses in Nuclear Medicine. Prerequisites: PHY 222, BIO 251, BIO 252, MAT 140.

PHY 400 (4 sh) Electricity and Magnetism S (odd)
This course examines electrostatic fields due to discrete and continuous charge distribution. Magnetic fields induced by moving charges are examined. Behaviors of electrical circuits with selected devices are studied. Applications and modern computational solution methods are emphasized. Prerequisite: PHY 222 or equivalent and MAT 256. MAT 330, 355 recommended.

PHY 410 (4 sh) Introduction to Modern Physics F (odd)
This course explores special relativity and quantum concepts. Key experimental evidence for relativity and quantum nature of matter and energy is reviewed. Schrödinger’s Equation for probability waves is introduced and discussed. Modern computational solution methods are emphasized. Prerequisite: PHY 310, MAT 256, 330.

PHY 450 (1 sh) Special Topics in Physics F/S
This course is a one-hour seminar and directed research. Physics principles and important contemporary applications reviewed. Completion of a literature survey and written literature-based research paper is required. Prerequisite: Seven or more semester hours of physics at the 300-level or higher and permission of faculty.

PLS 110 (3 sh) American Government: F (even)
This course is an introduction to the basic structure of American government, emphasizing the Constitution, political parties, and public opinion. Efforts made to compare present government practices to those of the past, in both the United States and foreign nations. (Required course for SS EDU major) GER Social Science

PSY 100 (3 sh) Introduction to Psychology: F/S/OL
This course is a study of the field of psychology that examines, from a scientific viewpoint, the physical, intellectual, emotional, and social dimensions of behavior. GER Social Science

PSY 107 (1 sh) Orientation for the Psychology Major: Session 1
This course is designed to teach new or potential psychology majors about the psychology program. Students will learn about departmental policies and procedures, develop a curriculum plan that matches their career goals, develop a basic understanding of APA style writing, and learn other basic information necessary to be successful in the major. This course should be taken immediately after declaring a major in psychology. Prerequisite(s): PSY 100 (may be taken concurrently)
PSY 200 (3 sh) Interpersonal Relations:  
This course is a study of concepts and theories of interpersonal relationships with emphasis on development of skills necessary for effective communication.

**GER Perspective**

PSY 201 (3 sh) Special Topics in Psychology:  
This is a course that covers a wide range of topics in psychology. Prerequisite(s): PSY 100, (and PSY 107 for psychology majors)

PSY 207 (1 sh) Orientation for the Psychology Major: Session 2  
This course is designed to help psychology majors understand what they can do during their undergraduate years to make themselves competitive in the job market or as a graduate school applicant following graduation. Students will update their curriculum plans based on the information learned, and will begin narrowing their focus regarding area of study. Prerequisite(s): PSY 107

PSY 240 (3 sh) Lifespan Development:  
This course is a study of human development from conception to death, focusing on the physical, intellectual, emotional, social, and moral dimensions of growth. Prerequisite: PSY 100

PSY 250 (3 sh) Social Psychology  
This course is a study of the interaction of the individual and society with topics including attitude formation, conformity, leadership, role expectation, and aggression. Prerequisite(s): PSY 100, (and also PSY 107 for psychology majors).

PSY 280 (3 sh) Cognitive Psychology  
This course is a general introduction to cognitive psychology. Emphasis is placed on theory and research in information processing, memory, decision-making, language and the means by which cognitive psychology is applied to our lives. Prerequisite(s): PSY 100, (and also PSY 107 for psychology majors).

PSY 305 (3 sh) Forensic Psychology:  
This course is a study of the psychological aspects of interviewing and profiling suspects, eye-witness testimony, testifying in court, victim logy, dynamics of criminals, competence to stand trial, and jury dynamics. **Prerequisite: PSY 100, (and also PSY107 for psychology majors).**

PSY 307 (1 sh) Orientation for the Psychology Major: Session 3  
This course is designed to help psychology majors complete the requirements for graduate school or job application. Students will develop resumes, personal statements, and other artifacts required for successful application. Prerequisite(s): PSY 107, 207

PSY 309 (3 sh): Psychology of Sexuality  
This course focuses on a holistic approach to sexuality that addresses sexual development throughout the lifespan from the physical, intellectual, emotional, social and moral dimensions. **Pre-requisite: PSY 100, (and also PSY 107 for psychology majors).**

PSY 323 (3 sh) Research Methods  
This course is an introduction to basic methods used in the development and execution of psychological research with an emphasis on descriptive survey designs and related statistical analyses. Prerequisite(s): PSY 100, (and also PSY 107 for psychology majors), MAT 240.
PSY 331 (3 sh) Development in Infancy and Childhood:  S (even)/OL
This course is a study of human development from conception through age 11, with focus on physical, cognitive, and socio-emotional development. **Prerequisite:** PSY 100, (and also PSY 107 for psychology majors).

PSY 335 (3 sh) Theories of Personality and Counseling
This course is an overview of theories of personality development, providing an explanation and interpretation of the development of personality through the perspectives of the major authors of psychology. This course also examines the application of the basic theories, principles, and techniques of counseling. **Prerequisite(s):** PSY 100, (and also PSY 107 for psychology majors).

PSY 350 (3 sh) Psychological Assessment  F (odd)
A study of the principles of psychological assessment which includes the study of test construction, validity, reliability and norms, with a focus on assessment instruments used in human service facilities. **Prerequisite:** PSY 100, (and also PSY 107 for psychology majors).

PSY 355 (3 sh) Abnormal Psychology
This course is the study of the causes, symptoms, dynamics, and treatment of abnormal behavior. **Prerequisite(s):** PSY 100, (and also PSY 107 for psychology majors).

PSY 472 (3 sh) Clinical Counseling and Internship Preparation
This course is an introduction to the professional and legal aspects of internships, as well as issues related to counseling: ethics, dynamics of counselors and clients, stages of counseling, diversity, crisis intervention. **Prerequisite(s):** PSY 355 and instructor approval required.

PSY 473 (3 sh) Clinical Internship
This course involves field experiences in human service or research facilities, under the joint supervision of site supervisors and psychology faculty. Requires 128 hours of service during the semester. May be repeated for up to nine semester hours. **Prerequisite(s):** PSY 355, PSY472.

PSY 375 (3 sh) Addictions-Theory and Intervention:  S (even)
This course is an examination of etiology, risk factors, and treatment of alcoholism and other addictions. **Prerequisite:** PSY 100, (and also PSY 107 for psychology majors).

PSY 471a (3 sh) Clinical Internship:  F/S
This course involves field experiences in human service or research facilities, under the joint supervision of site supervisors and psychology faculty. Requires 128 hours of service during the semester May be repeated for up to nine semester hours **Prerequisites:** PSY 420, PSY 476A

PSY 475 (3 sh) Research Assistantship
This course is designed for advanced students to assist on research projects that are conducted in regular consultation with the faculty member. It may be repeated to a maximum of 12 credits. **Prerequisite(s):** PSY 323 and instructor approval required.

PSY 478 (3 sh) Research Internship Preparation
This course is a preparatory section for students whom intend to participate in a Research Internship in Psychology. It is designed to familiarize students with the ethical requirements of good research and to refine their understanding of research methods
and statistical analysis. Prerequisite(s): MAT 240, PSY 323 (may be taken concurrently), and instructor approval required.

**PSY 479 (3 sh) Research Internship**
This course is designed to help students conduct, analyze, write-up, and present their own research in their area of interest in psychology. May be repeated for up to nine semester hours. Prerequisite(s): MAT 240, PSY 323, PSY 478, and instructor approval required.

**PSY 485 (3 sh) Special Topics in Psychology:**
This course is a tutorial that covers a wide range of topics that the student researches, discusses, and puts into a formal paper. *Prerequisite: PSY 100, (and also PSY 107 for psychology majors).*

**PSY 495 (3 sh) Psychology Capstone Seminar**
Purpose is to gather an integrated whole of the various course learning and experiences that are offered by the psychology department a build them into a foundation for the workplace, graduate school and life. Format is based on student projects and presentations.  
*Prerequisite: Psychology majors with senior status*

**REL 111 (3 sh) Introduction to the Old Testament:***  
This course is an examination of the writings of the Old Testament, using a historical and interpretive approach to these writings.  
*GER REL and Humanities*

**REL 112 (3 sh) Introduction to the New Testament:**  
This course is an examination of the writings of the New Testament as interpreted against the background of the early Christian community.  
*GER REL and Humanities*

**REL 205 (3 sh) Women in the Bible:**  
This course is designed to give the student a basic overview of literary and theological themes in biblical texts relevant to the study of gender, explores how biblical texts about women and gender have been appropriated in the history of Western society and to examine major critical issues in the interpretation of that literature. *Open to all students.*  
*GER Humanities and Religion*

**REL 215 (3 sh) Introduction to the Bible:**  
This course fosters an integration of faith, learning and living by increasing a student’s knowledge and understanding of the literature and history of the Bible.  
*GER REL and Humanities*

**REL 220 (3 sh) Introduction to the Study of Religion**  
This course introduces students to the theoretical and practical issues related to the academic study of religion, theology, and the Bible.  
*GER Humanities and Religion*

**REL 225 (3 sh) Introduction to Spirituality**  
This course is a foundational course in spirituality. Participants will explore the nature of being in relationship with God, others, self, and the world and the spiritual disciplines that aid humans on their spiritual journey. *Prerequisite: REL 111, 112, or 215.*  
*GER Humanities and Religion*
REL 230: Introduction to Biblical Interpretation (3 sh) S Odd/Module
This course explores the history of biblical interpretation from earliest research on the Hebrew Bible and the New Testament up to the present day. Students will also be introduced to a viable method for doing exegetical research. Prerequisite: REL 111, 112, or 215.

REL 280 (3 sh) Study and Travel: TBA
This course is an interdisciplinary course that involves classroom study, readings, a research paper, site visits, and travel journal.

REL 290 (3 sh) Special Topics Seminar: TBA
This course is a study in the Biblical, historical, or theological areas on a specific topic determined by the department according to students’ needs and interests.

REL 301 (3 sh) Introduction to Christian Education: S (even)
This course is an overview of the field of Christian education: the history, philosophy, and theological principles with emphasis on educational ministry and vocational opportunities in the local church. (Required for minor in Christian education)

REL 302 (3 sh) Introduction to Christian Public Worship: F (odd)
This course is designed to enable students to analyze, plan, and lead Christian worship with pastoral and theological integrity, and to understand denominational, cultural, and local church traditions as part of a larger ecumenical and historical context. Prerequisites: REL 111, 112, or 215.

REL 310 (3 sh) Hebrew Prophets: F (even)/Modular
This course is a study of the Old Testament prophets, their historical background, their teachings, and their contributions to the Biblical faith. Prerequisite: REL 111 or 215.

REL 312 (3 sh) Intentional Listening for Transformative Leadership Modular
Students will identify elements of intentional listening and why they are important. Students will discover barriers to listening, listening habits, body language, and explore activities to develop listening skills. Prerequisites: Religion GER and sophomore standing.

REL 315 (3 sh) The Life and Letters of Paul: F (odd)/Modular
This course is a study of the background of Paul and of his life and ministry, together with a careful examination of the character and content of his letters. Prerequisite: REL 112 or 215.

REL 321 (3 sh) The OFWB Theology: OL
This course is an introduction to OFWB doctrine, theology, and practice.

REL/HIS 327 (3 sh) History of Religion in America: S (odd)
This course is designed to introduce a student to the story of religion in America, emphasizing the role of Christianity in the development of American institutions and patterns of life. Attention given to the major denominations and religious movements that affected the climate of religion in America. Open to sophomores, juniors, and seniors.

REL 322 (3 sh) Exploring Christian Thought F (even)/Modular
Using classical, medieval, modern, and contemporary sources, this course explores select themes and topics in the Christian theological tradition. Prerequisites: Religion GER and sophomore standing.
REL 325 (3 sh) Christianity and Social Justice  F (odd)/Modular
This course focuses on the ethical and political dimensions of Christian thought and practice, as they pertain to matters of social justice. Prerequisites: Religion GER and sophomore standing.

REL 340 (3 sh) Sermon Preparation and Delivery  S (even)/Modular
This course is a study of the preparation and delivery of sermons. Prerequisite REL 111, 112 or 215.

REL 342 (3 sh) Church Leadership:  OL/F (even)/Modular
This course is an introduction to effective leadership styles for ministers, to principles of church administration, and to leadership in worship. Prerequisite: REL 111 and 112.

REL 350 (3 sh) Spiritual Formation:  S (odd)/Modular
This course is an introduction to spiritual formation practices and their application to personal spiritual growth and discipleship development in Christian education. Prerequisite: REL 111, 112, or permission of the instructor. Prerequisite: sophomore standing.

REL 351 (3 sh) Devotional Classics:  S (even)
This course is a historical and interpretive study of the great devotional classics of the Christian Church with application to their contemporary relevance. Prerequisite: REL 111, 112, or permission of the instructor. Prerequisite: sophomore standing.

REL/HIS 355 (3 sh) History of World Religions:  F (even)/OL/Modular
This course is a historical study of the major religions of humankind with the aim of bridging the interval between the founding of these religions and their present state. Open to sophomores, juniors, and seniors. GER Humanities

REL/ENG 356 (3 sh) The Bible as Literature:  S (even)
This course is an examination of the way literary language assists the objectives of faith. Prerequisite: ENG 112. GER Humanities

REL/MUS 360 (3 sh) History and Philosophy of Church Music:  S (odd)
This course is an examination of historical and current trends in Christian church music from both a hymnological and philosophical viewpoint, with an emphasis on the historical and trans-denominational stylistic and methodological differences associated with congregational song. Open to juniors and seniors or by permission of instructor.

REL 380 (3 sh) Special Topics  TBA
This course is a study in the Biblical, historical, or theological areas on a specific topic determined by the department according to students’ needs and interests.

REL 390, 391, 392, 393 (1 sh each) REL 394, 395 (2 sh each)
REL 396 (3 sh) Supervised Ministry:
This course is a supervised assignment in an area of ministry approved by the professor. Special emphasis is given to theological reflection on the nature of ministry. Prerequisites: REL 111, 112, and permission of the instructor. Note: Students may not take more than 8 sh from a combination of REL 390–396 and REL 490.

REL 410 (3 sh) The Life and Teaching of Jesus:  S (even)/Modular
This course is a study of the Gospels as sources for knowledge of Jesus with attention to the theological perspective of each of the evangelists. Prerequisite: REL 112.
REL 412 (3 sh) *Christian Koinōnia: The Living Witness of the Church* Modular
In this course, students will explore select traditions of the church and engage many of the constitutive practices of the Christian community that, when put into practice, allow the church to be a faithful witness in the world. **Prerequisites: Religion GER and sophomore standing.**

REL 420 (3 sh) *Essentials of Biblical Greek:* Modular
This course is a study of the essentials of Biblical Greek so that the student will have needed skills to use Greek Bible study tools. **Prerequisite: REL 111 and 112 or permission of the instructor.**

REL/HIS 421 (3 sh) *History of Christianity I* F (odd)/Modular
This course is a historical study of the events, personalities, and doctrines that have influenced the growth and development of the church from the first century to the eve of the Reformation. **Open to sophomores, juniors, and seniors.**

REL/HIS 422 (3 sh) *History of Christianity II* (even)/ Modular
This course is a historical study of the events, personalities, and doctrines that have influenced the growth and development of the church from the Reformation to the twenty-first century. **Open to sophomores, juniors, and seniors.**

REL 435 (3 sh) *Faith Formation:* F (even)
This course is an examination of various models of faith development, ancient, and modern, with an emphasis on the application of practices and disciplines to engage people in their own faith formation. **Prerequisite: REL 301 or 371 or permission of instructor. Prerequisite: sophomore standing**

REL 450 (3 sh) *Congregational Ministries:* Modular
This course is an exploration of the theological understandings, resources, strategies, and methodologies of congregational ministry. **Prerequisites: REL 111 and 112.**

REL 462 (3 sh) *Senior Research Project Part I:* F/S/Modular
This course is an intensive examination of a devotional classic and its author, from a thematic, biographical, and historical approach. The result will be a paper presented to the religion faculty and students. The project is to be completed in the student’s senior year. **Prerequisites: 15 sh of 300/400 level religion courses including 6 sh in the historical area and REL 350.**

REL 463 (3 sh) *Senior Research Project Part II:* F/S/Modular
This course is an intensive examination of a devotional classic and a theme from that classic from a biblical, theological, applied, and personal approach. The result will be a paper presented to the religion faculty and students. The project is to be completed in the student’s senior year. **Prerequisite: 15 sh of 300/400 level religion courses including 6 sh in upper-level religion courses in both the biblical and theological areas and REL 462 (SRP I).**

REL 480 (3 sh) *Special Topics Seminar:*
This course is an intense study in the Biblical, historical, or theological areas on a specific topic determined by the department according to student’s needs and interests. **Prerequisite: permission of the instructor.**
REL 490 (4 sh) Practicum in Ministry:
This course is a supervised practicum for a minimum of six weeks in an area of ministry approved by the professor with special emphasis given to theological reflection on the nature of ministry. Prerequisite: REL 111, 112, and permission of the instructor. Note: Students may not take more than 8 sh from a combination of REL 390–396 and REL 490.

REL 493 (3 sh) Internship in Ministry I
This is the capstone course for students pursuing a BS in Religion. It is completed in two parts. Part one requires the student to create a thick description of a ministry setting, determine an area of need within the spiritual formation of the people, research the literature in that area, and develop a plan for implementation. The result will be a written and oral presentation to the religion faculty and students. The project is to be completed in the student’s senior year. Prerequisite: A minimum of 15 sh of applied area courses.

REL 494 (3 sh) Internship in Ministry II
This is part two of the capstone course for students pursuing a BS in Religion. Part two requires the student to implement the plan developed in Part I. Following implementation is a written assessment of the project. The result will be a written and oral presentation to the religion faculty and students. The project is to be completed in the student’s senior year. Prerequisite: REL 493.

RLS 111 (3 sh) Foundation of Recreation, Parks, Leisure Services and Health and Physical Education:  
This course is designed to study the impact of leisure, recreation, health and physical education on individuals, society, and environments in past, present, and future societies. It covers philosophy, theoretical concepts, psychological, and sociological implication of recreation, leisure and health and physical education. GER Perspective

RLS 200 (3 sh) Foundations of Recreational Therapy
This course introduces students to the professional field of recreational therapy and its foundations, principles, history, and philosophies to include the study of the RT Process, standards of practice, role of the helping professional, settings for delivery, and populations served. Prerequisite: RT or LSM major or consent of instructor.

RLS 205 Leisure in Society:
This course provides a comprehensive overview of the contextual meaning of leisure, reflecting a wide range of disciplines including the humanities, media and cultural studies, sociology, psychology, economics, political science and anthropology. Course provides an explanation of leisure defined within a personal context, societal context and systems context. Open to all students. GER Perspective

RLS 210 (3 sh) Outdoor Recreation Resources Management:
This course is designed to introduce students to local, state, and national outdoor recreation resources. The course focuses on management of the outdoor recreation environment, leadership techniques, and administration of outdoor pursuits. Prerequisites: RLS 111 and recreation major.

RLS 230, 231, 232 (1 sh each) Field Training (C):
In this course, students spend a minimum of 40 work-hours per semester-hour of credit at a designated recreation agency to obtain a first-hand working knowledge in the field. Prerequisites: RLS 111 and recreation major. These courses are required for all RLS majors and recommended at the sophomore level.
RLS 250 (3 sh) Leisure Activities: F/S
This course is designed to give direct leadership experience in setting up and conducting recreational sports and games including social events, new games, tournaments, and intramural sports.

RLS 320 (3 sh) Program Planning and Leadership: F/S
This course is designed to study recreational program development and supervisory implementation strategies, including principles of benefits-based planning, writing goals and outcomes, and program evaluation. Prerequisites: RLS 111, 230, 231, 232 and recreation major.

RLS 325 Recreational Therapy Interventions and Techniques F
This course explores a variety of treatment interventions used with special populations as a prescribed treatment modality. Emphasis is also placed on the development of leadership and facilitation skills, group dynamics, group processing, behavior management, and activity adaptation. Prerequisites: RLS 200, 305, taken prior to RLS 413, and RT major or consent of instructor.

RLS 330 (3 sh) Developing Recreation and Athletic Facilities: S (even)
This course is designed to study the recreational and athletic facility planning processes, including designing indoor arenas, outdoor complexes, parks, and fitness/wellness facilities. Students will be exposed to legislation governing facility design, ADA Accessibility Guidelines, master planning concepts, and available resources. Prerequisite: RLS 111.

RLS 340 (3 sh) Trends and Issues in Recreational Therapy S
This course is a study of the current trends and critical issues in the field of recreational therapy. Topics include but are not limited to professional ethics, professional models, health care reform & public policy, evidence-based practice, cultural competency, credentialing, accreditation, use of technology in treatment, and professional development. Prerequisites: RLS 200 and RT major.

RLS 350: RT Leadership & Group Dynamics F (even)
Description of Course: This course is designed to teach students the interpersonal and leadership skills necessary for development and maintenance of therapeutic relationships and implementation of effective therapeutic treatment practices to include leading and processing groups for special populations. Prerequisites: RLS 200 and recreational therapy major.

RLS 360 (3 sh) Recreation/Sports Marketing and Promotion: S (even)
This course focuses on the marketing, promotions, public relations, and communications involved in the recreation and sports industry. The course provides opportunities to learn the effective principles, theories, practices, and methods involved with Recreation and Sports Marketing/Promotion and Fundraising. Prerequisite: RLS 111

RLS 371 (3 sh) Care and Prevention of Sports Related Injuries: S
This course is designed to introduce students to the anatomical basis of exercise/sport injuries, scientific principles and foundations of injury prevention, care, treatment, and rehabilitation. Prerequisite: BIO 251.

RLS 380 (1 sh), 381 (1 sh), 382 (1 sh), 383 (2 sh), 384 (3 sh) Special Topics: F/S
This course focuses on enrichment experiences designed to encourage professionalism. Activities may include special course offerings, continuing/supportive educational experiences, and/or research projects, any of which must be no less than 15 hours in
duration for one semester hour of credit. **Prerequisite:** Recreation major or permission of instructor.

**RLS 400 (3 sh) Research Methods in Recreation and Leisure:**  
This is a course designed to explore research methods, quantitative and qualitative, primarily used within recreation and leisure research. Students will be exposed to the research process, including proposal, literature review, data collection, data entry, and descriptive analysis of the data. Additional topics will include potential sources of funding and the overall purpose of research. **Prerequisites:** junior or senior recreation major.

**RLS 410 (3 sh) The Recreation Enterprise- Entrepreneurship:**  
This course is designed to focus on the study of recreation as a business and management of recreation for profit. Focus is on private and commercial recreation, the supply and demand factor, promotion, advertising and marketing the enterprise, and implications for the future. **Prerequisites:** RLS 310 or permission of instructor.

**RLS 415 (3 sh) Legal Liability in Recreation and Sports:**  
This course provides students with an overview of the legal system, risk management, legal liability, and related trends. Students will learn to assess risks inherent to recreation areas and facilities, recreation activities, and sports. **Prerequisites:** RLS 111, RLS 230–232, senior recreation major or permission of the instructor.

**RLS 418 (3 sh) Assessment and Evaluation in Recreational Therapy**  
In this course, emphasis is placed on the role and reliable assessment in the recreational therapy treatment planning process and focuses on assessment, developing goals, evaluating and documenting outcomes. **Prerequisites:** RLS 200, 305, and senior RT major.

**RLS 430 (3 sh) Senior Seminar-Prerequisite to Internship:**  
This course is required of all majors in the semester preceding the Internship (RLS 499) that involves goal setting, assessment, evaluation, and internship readiness. **Prerequisite:** senior recreation majors.

**RLS 450 (15 sh) Recreational Therapy Internship:**  
This course is a 15-week, 600 hour professional experience in which the recreational therapy major works full-time in an approved agency under an appropriately credentialed therapist. **Prerequisites:** Completion of all degree coursework; minimum of 2.0 cumulative grade point average; and minimum 2.25 grade point average in the RLS core and related studies with no grade below C.

**RLS 499 (12 sh) Internship in Recreation/Leisure Studies (C):**  
This is a 12-week, 480-hour professional experience in which the recreation major works full-time in an approved recreation, park, or leisure service agency. **Prerequisites:** (1) completion of all course work; (2) minimum 2.0 cumulative grade point average; (3) minimum 2.25 grade point average in the RLS core and related studies with no grade below C; and (4) RLS 430. A student with a cumulative GPA of 2.5 may take one 3 sh course and a student with a cumulative GPA of 3.0 may take two 3 sh courses along with the internship pending approval of the advisor, professors of RLS 430 and 499 and the RLS department chair.

**SCI 101 (1 sh) General Science Laboratory**  
This is a stand-alone, interdisciplinary laboratory encompassing biology, chemistry, earth science and physics designed to provide students with hands-on experience. The lab requires students to acquire reproducible data through experimentation, and draw
conclusion based upon that body of data. Students should be able to perform these experiments with limited lab facilities using nontoxic substances. Fulfills one semester hour in science for the GED requirements No prerequisites or co-requisites. GER Science

SCI 102 (3 sh) Interdisciplinary Science
F/S/OL
This course is an examination of the natural sciences and scientific method in comparison to the behavioral and social sciences, the humanities and the applied fields of study. GER Science

SCI 110 (4 sh) Physical Sciences for Education Majors
S
This course is a study of the basic principles, concepts, and processes in astronomy, chemistry, geology, and physics. The special needs of elementary and middle school teachers and pupils are considered in the course content. GER Science

SCI 212 (3 sh) Science and Society:
F/S
This course includes the study of areas impacted by both science and society including: science/religion, science/politics, and science/health issues. Issues covered will include: consideration of what science is compared to areas not approachable within the limits of science. Discussions will include the proper role of science in society. Matters involving ethics, morals, and science will also be discussed. GER Science

SCI 360 (4 sh) Investigations in Physical and Earth Sciences For Education Majors:
S
This course is a series of selected topics and investigations in the physical and earth sciences. The scientific investigation approach will be emphasized. Prerequisite: SCI 110 or equivalent.

SCI 365 (4 sh) Investigations in Life and Environmental Science For Education Majors:
F
This course is a series of selected topics and investigations in life and environmental science that will develop skills in utilizing living organisms and the local environment in providing learning experiences. Prerequisite: BIO 110 or EES 110 or equivalent.

CJC 210 (3 sh) Introduction to Criminal Justice and Criminology
F/S/OL
This course provides an introduction to the criminal justice system and the study of theories of causation pertaining to criminal behavior. GER Social/Behavioral Science

CJC/SOC 250 (3 sh) Family and Domestic Violence
OL
This course focuses on the theoretical underpinnings of the causes of violence and societal response to violence in the family and between domestic partners. GER Perspective
Prerequisites: CJC 210 or SOC 210.

CJC/SOC 295 (3 sh) CJC & Sociology Seminar
F/S/OL
This course provides the foundation for competence in technology utilized in the program, critical thinking and academic writing in the social sciences.
Prerequisites: ENG 111 and either CJC 210 or SOC 210, or permission of the Chair.

CJC/SOC 305 (3 sh) Social Services
OL
This course examines the varied forms of social service agencies available as well as the tools and knowledge necessary to become a provider of services in the field.
Prerequisites: CJC/SOC 295 or permission of the Chair.

CJC/SOC 335 (3 sh) Victimology and Advocacy
S/OL
This course examines the plight of victims and theories pertaining to victimization, as well as the many and varied advocacy groups that assist victims of crimes.
Prerequisites: CJC/SOC 295 or permission of the Chair.

**CJC 340 (3 sh) Correctional Systems and Processes**  S/OL
This course examines the purposes and various forms of punishment meted out to convicted individuals, as well as efforts at rehabilitation and reintegration of offenders into society.
Prerequisites: CJC/SOC 295 or permission of the Chair.

**CJC/SOC 345 (3 sh) Sociology of Deviance**  OL
This course examines the various forms of deviant behavior, how deviant behavior becomes labeled as criminal, and theories that purport to explain deviant behavior.
Prerequisites: SOC/CJC 295 or permission of the Chair.

**CJC 350 (3 sh) Criminal Justice Administration**  F/OL
This course examines a variety of management techniques employed in criminal justice agencies, the varied degrees of success, and best practices based on size and purpose of organization.
Prerequisites: CJC/SOC 295 or permission of the Chair.

**CJC/SOC 355 (3 sh) Drugs, Crime and Society**  F/OL
This course examines drug crimes as a social problem through a historical perspective of its proliferation in society and the efforts of law enforcement to combat the consequences.
Prerequisites: CJC/SOC 295 or permission of the Chair.

**CJC/SOC 361 (3 sh) Comparative Justice Systems**  F/OL
This course provides a combination of theoretical and systems analysis of justice systems from a global perspective. It examines philosophies behind societal perspectives from which systems originate as well as the varied processes employed and outcomes realized.
Prerequisites: CJC/SOC 295 or permission of the Chair.

**CJC/SOC 365 (3 sh) Terrorism and Homeland Security**  S/OL
This course examines the phenomenon of terrorism from the insurgence of terrorist groups to the responses of the criminal justice complex at the local, state, national and international levels.
Prerequisites: CJC/SOC 295 or permission of the Chair.

**CJC 380 (3 sh) Criminal Procedure and Individual Rights**  S/OL
This course examines the role of the Bill of Rights on the criminal justice process from police interaction on the streets to offender rights during trial, sentencing and the appeal processes.
Prerequisites: CJC/SOC 295 or permission of the Chair.

**CJC/SOC 401 (3 sh) Research Methods for Social Sciences**  F/OL
This course examines the various types of research, elements of research design, and how to assess research in the extant literature and practices in social sciences.
Prerequisites: CJC/SOC 295 or permission of the Chair.

**CJC/SOC 405 (3 sh) Data Analysis for Social Science Research**  S/OL
This course examines methods of data analysis for quantitative, qualitative and evaluative studies. Emphasis is placed on quantitative data analysis and the logic of statistics.
Prerequisites: CJC/SOC 295 and MAT 120 or permission of the Chair.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>CJC/SOC 421 (3 sh)</td>
<td>Theoretical Perspectives in Social Science</td>
<td>S/OL</td>
<td>This course examines broad theoretical perspectives in which to frame societal issues in context. It provides the foundation for understanding the theories, systems, topics and issues in the program. Prerequisites: CJC/SOC 295 or permission of the Chair.</td>
</tr>
<tr>
<td>CJC/SOC 430 (3 sh)</td>
<td>Criminological Theory</td>
<td>F/OL</td>
<td>This course examines more specific theories germane to criminality and delinquency from the purported impact of individual characteristics to the influence of environmental factors. Prerequisites: CJC/SOC 295 or permission of the Chair.</td>
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<tr>
<td>CJC 450 (3 sh)</td>
<td>Special Topics</td>
<td>TBA</td>
<td>This course covers a criminal justice or criminology topic not normally covered in-depth in other course offerings in the program. Topics are selected by the faculty and presented as a full-term course and not as an independent study. Prerequisites: CJC/SOC 295 or permission of the Chair. May be repeated.</td>
</tr>
<tr>
<td>CJC/SOC 460 (3 sh)</td>
<td>Special Topics</td>
<td>TBA</td>
<td>This course covers a criminal justice or criminology topic in societal context not normally covered in-depth in other course offerings in the program. Topics are selected by the faculty and presented as a full-term course and not as an independent study. Prerequisites: CJC/SOC 295 or permission of the Chair. May be repeated.</td>
</tr>
<tr>
<td>CJC/SOC 465 (3 sh)</td>
<td>Independent Study</td>
<td>TBA</td>
<td>This course allows students to explore a criminal justice, criminology or sociological topic not normally covered in-depth in other course offerings in the program. Topics are selected by the student who must solicit a faculty member to facilitate the course, which must be approved by the Chair. Prerequisites: CJC/SOC 295 and permission of the Chair. May be repeated.</td>
</tr>
<tr>
<td>CJC/SOC 475 (3 sh)</td>
<td>Field Internship</td>
<td>F/S/OL</td>
<td>This course offers the opportunity for credit for a field internship in a criminal justice or social service agency. Students must complete 120 internship hours and fulfill academic requirements. Students must collaborate with an acceptable agency and submit a proposal to the department Chair for consideration. Prerequisites: CJC/SOC 295 and permission of the Chair.</td>
</tr>
<tr>
<td>CJC/SOC 481 (6 sh)</td>
<td>Field Internship</td>
<td>F/S/OL</td>
<td>This course offers the opportunity for credit for a field internship in a criminal justice or social service agency. Students must complete 240 internship hours and fulfill academic requirements. Students must collaborate with an acceptable agency and submit a proposal to the department Chair for consideration. Prerequisites: CJC/SOC 295 and permission of the Chair.</td>
</tr>
<tr>
<td>CJC/SOC 496 (3 sh)</td>
<td>Senior Research Project</td>
<td>S/OL</td>
<td>This course is designed to serve as the capstone course for students upon completion of all of the required program courses. The student must select a criminal justice/criminology topic for investigation and develop a comprehensive thesis proposal in preparation for execution and analysis. Prerequisites: CJC/SOC 401 and 405 and permission of the Chair.</td>
</tr>
<tr>
<td>SOC 210 (3 sh)</td>
<td>Introduction to Sociology</td>
<td>F/S/SU/OL</td>
<td>This course provides an introduction to the social structure and social systems of society, and examines various social phenomena. GER Social/Behavioral Science</td>
</tr>
</tbody>
</table>
SOC 220 (3 sh) Social Stratification
This course examines the stratification of citizens through the institution of a class system as well as discrimination and role engineering based on race and gender. Prerequisites: SOC 210 or permission of the Chair.

SOC 230 (3 sh) Marriage and the Family: F/SU/OL
This course provides an introduction to the social structure and social systems of society, and examines various social phenomena. GER Social/Behavioral Science

SOC 240 (3 sh) Social Problems: F/SU/OL
This course is a study of a variety of social and cultural problems. It focuses on important concepts, theories, and research with an emphasis on causes, control, treatment, and prevention of social problems. GER Perspective

SOC 315 (3 sh) Sociology of Gender: S/SU/OL
This course is a critical examination of the place of gender in modern society. Prerequisite: SOC 210.

SOC 325 (3 sh) Race and Class: S/SU/OL
This course is an examination of race and ethnicity and social, economic, and political inequalities. Prerequisite: SOC 210.

SOC 340 (3 sh) Sociology of Deviance: F/SU/OL
This course is a study of the social science literature on deviant behavior that includes an examination of labeling and other theories that purport to explain deviance. Prerequisites: SOC 210 or CRI 210 or SOC 240 or permission of instructor.

SOC 380 (3 sh) Sociological Perspectives on Social Psychology: SU/OL
This course will examine a variety of sociological perspectives on social psychology including a description of the evolutionary development. Topics include: symbolic interactionism, self and identity, attitudes, social perception and cognition, emotions and social interaction, exchange theory, group dynamics. It will also focus on qualitative research methods. Prerequisites: SOC 210 or SOC 240 or permission of instructor.

SOC 410 (3 sh) Social Theory: S/SU/OL/Modular
This course is a critical examination of sociological thought that includes an in-depth review of structural-functionalism, conflict theory, symbolic interaction, exchange theory, and post-modernism. Prerequisites: SOC 210 and senior standing or permission of the Chair of the department.

SOC 440 (3 sh) Sociological Theory OL
This course examines works of major social theorists and sociological theories that serve to explain the structure of society. Theories are presented at the macro, middle range and micro levels of analysis to better understand social systems, social problems and societal responses. Prerequisites: SOC/CJC 295 or permission of the Chair.

SOC 470 (3 sh) Special Topics TBA
This course covers a sociological topic not normally covered in depth in other course offerings in the program. Topics are selected by the faculty and presented as a full term course and not as an independent study. Prerequisites: SOC/CJC 295 or permission of the Chair. May be repeated.
SPA 111 (3 sh) Elementary Spanish I: F
This course is an introduction to the Spanish language with concentration on developing listening and speaking skills with an emphasis on idiomatic, everyday Spanish. Class practice, laboratory, and written assignments are utilized to develop reading and writing skills.
GER Perspective

SPA 112 (3 sh) Elementary Spanish II: S
This course is a continuation of SPA 111 that expands the study of tenses, verbs, and other morphological and syntactical aspects with an emphasis on developing oral skills. Daily laboratory practice and written assignments are utilized to develop reading and writing skills. Prerequisite: SPA 111.
GER Perspective

SPA 116 (3 sh) Everyday Spanish: Modular
This is a conversational Spanish course intended for students who have little or no knowledge of Spanish, which will provide students with commonly used terminology and language and enable students to communicate in everyday Spanish-speaking situations.
GER Perspective

SPA 120 (3 sh) Introduction to Spanish for Business S (Even)
This course is designed to fulfill the practical need of effective communications with Spanish-speaking clients and employees in the field of business. Students will be presented key vocabulary, dialogues, work place situations, and cultural insights in a comprehensible format, and grammar will be embedded in context in order to put languages to immediate use. Workbook and website activities will serve as reinforcement of what students have already learned in class. Prerequisite: None

SPA 125 (3 sh) Introduction to Spanish for Criminal Justice F (Odd)
This course is designed to develop the four basic skills (speaking, reading, writing, and listening). Students will be presented key vocabulary, dialogues, and cultural insights in a comprehensible format, and grammar will be embedded in context in order to put language to immediate use, and to help Criminal Justice majors communicate. Prerequisite: None

SPA 211 (3 sh) Intermediate Spanish I: F
This course is a more intensive, detailed study of the language with an expanded study of vocabulary and grammar with reading in and discussion of Spanish and Spanish-American civilization. Prerequisite: SPA 112.
GER World Perspective

SPA 212 (3 sh) Intermediate Spanish II: S
This course is a continuation of SPA 211, emphasizing oral and written practice and introducing a selection of major Spanish writers. Prerequisite: SPA 211.
GER Perspective

SPA 306 (3 sh) Review of Grammar: TBA
This course is a comprehensive review of Spanish grammar with practice in composition, reading, and speaking. Prerequisite: SPA 212.

SPA 308 (3 sh) Conversation: TBA
This course is an intensive practice in speaking and reading Spanish that includes drills and conversation emphasizing practical language and expansion of vocabulary, including idiomatic expression. Prerequisite: SPA 212.
SPA 311 (3 sh) Survey of Spanish Literature Through the Golden Age: TBA
This course is a study of the literature of Spain from its origins to the beginning of the
SPA 212.

SPA 312 (3 sh) Survey of Spanish Literature, 1700 to Present: TBA
This course is an introduction to Spanish Neo-classicism, Romanticism, Realism, and
subsequent literary production. Prerequisite: SPA 311.

SPA 320 (3 sh) Major Spanish-American Writers: TBA
This course focuses on significant works of representative Spanish-American writers
from the Colonial Period to the present. Prerequisite: SPA 212.

SPA 330 (3 sh) Spanish Civilization: TBA
This course is a comprehensive survey of Spanish civilization and culture. Prerequisite:
SPA 212.

SPA 400 (3 sh) Special Topics: TBA
This course involves special studies that are arranged with an instructor.

TLC 201, 202, 203, 301, 302, 303, 401, 402, 403, (1-3 sh)
Academic Resource Center Practicum
Credit for a supervised tutoring or mentoring assignment through the Academic
Resource Center is determined by the number of practicum hours per term: 1 sh=40
hours per semester, 2 sh=80 hours per semester, and 3 sh=120 hours per semester.
Students are required to submit a response paper at the conclusion of practicum.
Prerequisite: permission of Director of the Academic Resource Center and major
professor/adviser and appropriate cumulative GPA.
Master of Business Administration (MBA)

ACC 610 Managerial Accounting (3 sh)
This course covers the use of an organization's accounting information for decision-making. Course topics include financial and managerial accounting concepts, data measurement, product costing, interpreting financial statements, cost-volume-profit relationships, budgeting, and accounting for planning and control.

BUS 500 Business Essentials (3 sh)
Students will take an inbound assessment to ascertain their strengths and weaknesses along core business topics. Based on the results of the student's inbound assessment, the student will complete required standalone business modules each associated with a single core business topic. Each self-paced online interactive educational module equips the student with the essential business knowledge of one core business topic.

BUS 620 Business Ethics (3 sh)
Analysis of ethical dilemmas and development of appropriate responses; relationship of ethical management and law; individual ethical decision making, implications for corporate social responsibility; managing shareholders vs. managing stakeholders; issues such as protection of the environment, workplace safety, product liability, regulation, and fiduciary obligations.

BUS 630 Business Law (3 sh)
This course explores the organization and theory of the American legal system and its relationship to business, including contracts, agency, tort and criminal law, and employment law. Intellectual property law, including patent, copyright, trade secrets and trademark law. International differences in intellectual property law and moves toward harmonization.

BUS 640 Logistics & Operations Management (3 sh)
This course takes a strategic view of operations in both a manufacturing and service context and stresses linkages to other functional areas like finance and marketing. Topics include process design and analysis, cost structure, inventory management, supply chain, quality, project planning and control, operations organizational structures, work design, scheduling, materials management, and advanced operations techniques.

BUS 650 Business Analytics (3 sh)
Course Description: This course introduces the student to (a) the statistics required for further study in business analytics, (b) methods and applications of advanced analytics needed for data analysis, (c) knowledge and skills needed to conduct and present large-scale studies using advanced business analytics, and (d) decision-making techniques, including but not limited to: data access and management, data cleaning, data mining, text mining, forecasting, and optimization. Topics may include: Exploratory Data Analysis, Data Mining, Linear Regression, Multiple Linear Regression, ANOVA, Decision Trees, Time Series and Forecasting. Students – working individually or in teams – will conduct analyses using large real-world datasets.

BUS 660 Entrepreneurship (3 sh)
This course is an introduction to entrepreneurship with emphasis on critical thinking, creativity, opportunity recognition, and the ability to take action.
BUS 670 Strategic Management (3 sh)
This capstone course presents advanced strategic management concepts for application by practicing managers at both corporate and business unit levels. After completing this course successfully, students will be able to: (a) define a firm’s mission; (b) evaluate the effects of changes in the business environment on a firm’s performance potential; (c) assess a firm’s strategic capabilities; (d) make decisions to select a firm’s goals and strategy; (e) assess the strategic opportunities and problems of international commerce; and (f) formulate approaches to implementing strategy effectively.

ECO 600 Managerial Economics (3 sh)
Survey of microeconomic concepts applied to managerial decisions. Topics include consumer’s decision making and managerial decision making; competition, market power, the firm, production, cost, estimation of demand using regression analysis, price elasticity, pricing practices, economics of information, and innovation.

FIN 640 Financial Markets and Corporate Strategy (3 sh)
This course examines how firms evaluate investment opportunities and identify the appropriate means of financing them. Specific topics covered include time value of money, cash management, cost of capital, capital budgeting decisions under certainty and uncertainty, capital structure theory and dividend policy, capital market theory, raising external capital, leasing policy, business valuation, options and managerial implications, derivatives, and risk management. Prerequisites: ECO 600, ACC 610.

MGT 640 Leadership and Organizational Behavior (3 sh)
This course explores historical and contemporary leadership and organizational behavior theories for organizational effectiveness and change processes that can be used to improve organizational performance.

MKT 640 Marketing Management (3 sh)
This course introduces the marketing perspective on strategy development, the elements of marketing analysis, and to the functional decision areas of the marketing manager including products and product lines, pricing policies, branding, promotion and advertising, and channels of distribution. Topics include customer behavior evaluation, value assessment, market segmentation, targeting, and positioning; how to gain and sustain competitive advantages, how to monitoring marketing performance and customer satisfaction, and how to develop and implement marketing plans.

MIS 640 Technology for Managerial Decision Making (3 sh)
This course examines the roles and application of information technology in managerial decision making. Topics include but are not limited to data warehousing, data mining, business performance management, text- and web-mining, and decision theory, such as decision making under uncertainty, risk, and data-based inferences.

This catalog is not a contract
Its purpose is to provide a general description of the University’s curricula, educational offerings, and requirements. The University of Mount Olive reserves the right to change programs of study, academic requirements, tuition/fees, and University policies at any time, in accordance with established procedures, without prior notice.

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July 2015